



District of Innovation Application

March 2013

Applicant Information		
District Name:	Eminence Independent Schools	
District Name	#156	
Address:	291 West Broadway	
Street Address		
City	Kentucky	40019
Eminence	State	ZIP Code
Phone:	(502) 845-4788	
Contact Person/Title:	Buddy Berry, Superintendent	
REQUESTED INITIAL IMPLEMENTATION DATE	August 2013	
DISTRICT ASSURANCES		
• Applicant assures that its application does not contain any request to waive the following Kentucky Revised Statutes or Kentucky Administrative Regulations:		
a. Any statute or administrative regulation related to health, safety, civil rights, or disability rights;		
b. Compulsory attendance requirements under KRS 158.030 and 158.100;		
c. The Kentucky Core Academic Standards outlined in KRS 158.685 and 704 KAR 3:303;		
d. The minimum high school graduation requirements unless allowable under 704 KAR 3:305;		
e. Compliance with requirements of the statewide assessment system as specified in KRS 158.6453;		
f. The financial audit, audit procedures, and audit requirements under KRS 156.265;		
g. Criminal background check requirements;		
h. Open records and meetings requirements;		
i. Purchasing requirements and limitations; or		
j. Any plan to reduce the instructional time provided to students below the requirements outlined in KRS 158.070, except requests to implement competency based learning strategies that measure a student's mastery on the curriculum standards, regardless of the amount of instructional time completed.		

- District assures that any school listed as participating in the district's application did so voluntarily and attached to this application is a copy of the official minutes of the SBDM Council Meeting for each participating school showing at least 70% of the eligible employees, as defined in KRS 160.107, voted in the affirmative to participate in the plan. **Schools identified as Priority Schools may be required to participate by their local district.**

- District assures that it will comply with any reporting requirements of the Kentucky Department of Education, which at a minimum will include an annual reporting requirement that includes the following data points:

- Number of students served by the innovation plan, total number and by:

- Socio-economic status
- Race/ethnicity
- Gender
- Disability
- Grade level

- Number of at-risk students (with particular emphasis on graduation from high school) total number and by:

- Socio-economic status
- Race/ethnicity
- Gender
- Disability
- Grade level

- Documentation of student progress towards graduation and college and career readiness
 - Total number of certified teachers participating in the innovation plan and roles/responsibilities
 - Documentation of certified and classified staff operating in a non-traditional school environment
 - Documentation of any extended learning opportunities in which students participate for the purposes of earning or recovering credit, including:
 - Qualification of instructors
 - Time spent
 - Student outcomes (completion rates)
 - Documentation of other measurable outcomes, described in the initial application or through modification of the original plan
- District assures that it has obtained broad support for this application as evidenced by letters of support attached to this application from key stakeholder groups.

Bethany Parker 4/23/13
 Superintendent Date

Bethany Parker 4/23/13
 Chair, Board of Education Date

Recommended Process for Districts of Innovation

In order to assist districts and schools with a recommended process, please see the process below:

- ✓ District Level Team (DLT) reviews current Comprehensive District Improvement Plan (CDIP) and discusses current models or initiatives which clearly demonstrate innovation.
- ✓ DLT takes Readiness for Innovation Self-Assessment and analyzes results.
- ✓ DLT conducts a needs assessment based on results of Self-Assessment.
- ✓ Request for Technical Assistance/Information from KDE.
- ✓ DLT determines feasibility of application process. If DLT decides to apply, it will solicit a School Level Team (SLT) for each school of innovation.
- ✓ Each SLT completes Readiness for Innovation Self-Assessment, to begin the process for establishing buy-in and completing the school sub-plan.
- ✓ Each SLT determines whether it will participate based on the requirements of KRS 160.108 and 701 KAR 5:140 and begins the process of writing the school level sub-plan.
- ✓ All school sub-plans are reviewed by the DLT for final approval. DLT begins writing the district application for submission.
- ✓ Submit application which includes Administrative Acknowledgment and Assurances, District Level Plans, School Level Plans.
- ✓ Scoring Process by KDE Program Review Team.
- ✓ Selection/Designation of Districts of Innovation.

District's Vision/Mission

Please describe the significance of the District of Innovation designation to your district. Be sure to include justifications for why your district should be granted "District of Innovation" status. Your response must address/answer the following (*Please use charts, tables, and graphs, if necessary):

- Describe the district's vision and mission statements or educational philosophy. Explain how the goals and performance standards in your plan help to re-invent or transform current models of student learning in ways that produce students better prepared for next generation learning. How do the transformations prepare students for dynamic and rigorous standards for college- and career-readiness?
- Describe how the district promotes continuous improvement and rewards risk tasking. Provide evidence of advancing student learning and achievement in the last three to five years.
- Describe how the proposed plan reflects a commitment to change process/agenda and explain how proposed innovation "fits in" with current district-wide reforms.
- Identify and describe, particularly when focusing on achievement gaps, specific barriers that impact student learning.
- Explain how innovation status will help the district overcome these barriers in order to ensure 21st Century Learning success for all, especially low-achieving students. **Include the specific waiver requests and justifications for the waivers.**

District of Innovation Implementation Plan

School Name (See Attached)	Innovation Strategies/Models (S.A.)	Goals for Improved Student Outcomes (S.A.)	Evidence of 70% Affirmative Vote of Eligible Employees to Participate (S.A.)
District Created School	Innovation Strategies/Models	Goals for Improved Student Outcomes	

*Note to applicant: Add more rows as needed.

*Please complete this section for each school participating in the application. Additional school applications are in the Appendix.

School Information

School Name:

Eminence Independent Schools (K-12) Application

Rationale/Needs Assessment
<ul style="list-style-type: none">• What is the vision and mission statement of the school and how will innovation status improve the quality of student learning?• Provide an overview of how the innovation school process was developed. Explain specific roles and responsibilities of design team members.• Identify specific barriers that currently impact student achievement. Explain how innovation status will help the school overcome the barriers or assist the school in carrying out its mission. (See Attached)

Summary/Overview of School Plan Development

- Use the following table as a reference to describe the program innovation component(s) specific to this school.

Program Component	Guided Questions/Design Considerations
Competency Based Credit	<ul style="list-style-type: none"> ▪ Description of how students demonstrate mastery of content and competencies ▪ Description of how learning objectives will be measured ▪ Description of how personalized learning will be utilized or student voice will be encouraged ▪ Description of how support will be differentiated to support individual learning needs ▪ Description of how learning outcomes emphasize competencies that empower students to apply and create new knowledge and develop skills and dispositions—with particular focus on college/career readiness
Expanded Learning Opportunities	<ul style="list-style-type: none"> ▪ Description of how the initiative provides additional opportunities for enrichment, personal growth, and engagement beyond a traditional school day or setting ▪ Description of how the program may utilize expanded day/year, before- and after-school programs, Saturday, weekend, and summer programs, distance learning and early childhood initiatives
Multiple assessments/pathways to graduation	<ul style="list-style-type: none"> ▪ Description of how alternate assessment options will be utilized to measure student performance outcomes in non-traditional settings with particular focus on non-traditional educational opportunities such as: ▪ Apprenticeships, private instruction, work-study, study in a foreign country, competency-based learning, community service/service learning, independent study and on-line learning opportunities, Early College High Schools, Early Graduation Options
Innovative Learning Environment	<ul style="list-style-type: none"> ▪ Description of how the learning environment will be created or changed specifically with student learning in mind
Alternate forms of governance	<ul style="list-style-type: none"> ▪ Description of how an alternate form of governance may be utilized, without the guidelines of KRS 160.345 ▪ Description of how teachers, parents, and community members will be engaged in the decision-making of the professional learning community
Job classifications	<ul style="list-style-type: none"> ▪ Description of how job classifications move beyond the current definition of teacher/instructional assistant, or may provide for an alternative means of compensation other than a single salary schedule.
Other:	<ul style="list-style-type: none"> ▪ Description of how proposed innovation will result in the creation of rigorous, innovative, next generation learning opportunities for all students ▪ Description of how the proposed innovation will better prepare students for college- and career-readiness

(See Attached)

Student Service Plan

Proposed Strategy (See Attached)	Expected Outcomes (S.A.)	Sources of Data (S.A.)	Total Number of Students Targeted by Grade level Elem: Middle: High:	Total Number of Students in Special Populations/Underrepresented Group SES: Race/Ethnicity: Gender: Disability:
			Elem: Middle: High:	SES: Race/Ethnicity: Gender: Disability:

District of Innovation Support Plan
Please describe how the district will provide the appropriate support for each School of Innovation. Please answer the following (*Please use charts, tables and graphs, if necessary):

PROFESSIONAL DEVELOPMENT PLAN: (See Attached)

- Outline and describe specific professional development plan/strategies that will be used to prepare faculty and staff for the proposed innovation.
- Please communicate the total numbers of teachers who will be receiving professional development—as well as a breakdown of the grade level the teachers serve (elementary, middle, and high school level).
- Explain how the professional development will increase the level of success in student learning and innovation.
- Describe how the proposed professional development will lead to greater district-wide reform beyond the participating schools.

RESOURCES: (See Attached)

- Describe how district level human and fiscal resources are utilized for implementation of the innovation plan.
- Specifically outline how the innovation plan will affect district personnel, such as roles, work time, compensation, and assignments for those directly connected to the plan.

COMMUNICATION PLAN: (See Attached)

- Describe the activities/processes the district plans to utilize to communicate the innovation plan to each of the following groups: students, parents and families, staff and faculty, feeder schools, school board members, teachers, teacher organizations/associations, community-based organizations, local philanthropy, and other education partners.
- Describe what has been completed to date to communicate the innovation plan to all stakeholders.

MONITORING PLAN:

Data Source (See Attached)	Rationale for selection of data source (S.A.)	How the data source will be used in relation to proposed plan. (S.A.)	How the data source will be reviewed over 5 years to gauge implementation success (S.A.)

*Note to applicant: Add more rows as needed.

District of Innovation Application

Board of Education
291 W. Broadway
(502) 845-4788
Fax (502) 845-2339
www.eminence.kyschools.us
Eminence, Kentucky 40019



Eminence Independent Schools

Expect Eminence Excellence!

VIII. Highlights of Eminence Innovation in the News

VII. Letters of Support

VI. Support Plan

V. Student Service Plan

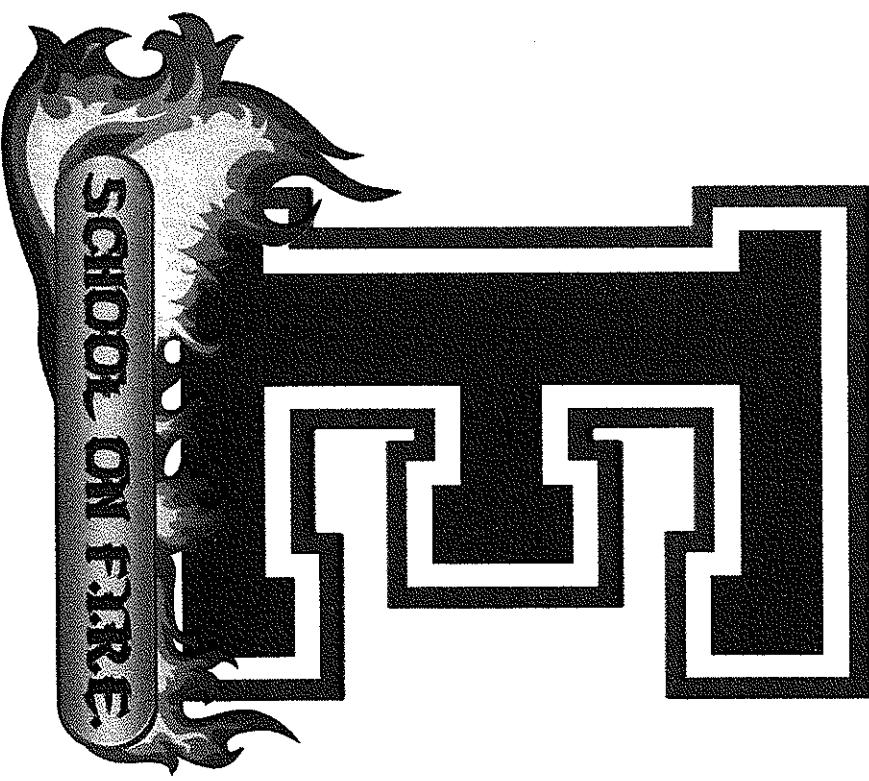
IV. Summary/Overview of School Plan Development

III. Implementation Plan

II. Vision and Mission & Rationale/Needs Assessment

I. Recommended Processes for Districts of Innovation

em·i·nence [əm-uh-nuhns] -noun
1. a *high station, rank, or reputation.*
2. a *high or elevated place.*
3. a *title of honor.*



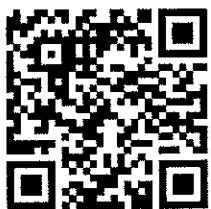


Why is the ride so popular? How has it lasted for so many years? Why do parents who

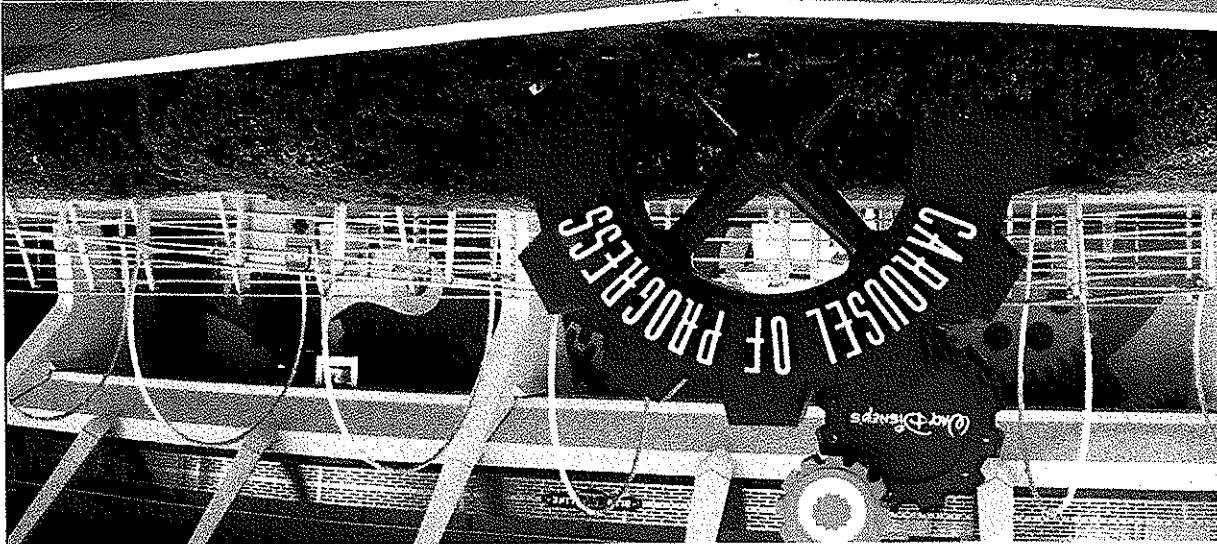
viewed it dozens of times as children make a point to see it with their own kids? Simply put, A Carousel of Progress is a story of the promise of tomorrow. It is the quintessential inspirational story of how dreams can come true. Imagine yourself sitting in the rotating theater seats as the curtain opens revealing a scene from Valentine's Day in 1904, allowing you to see a world

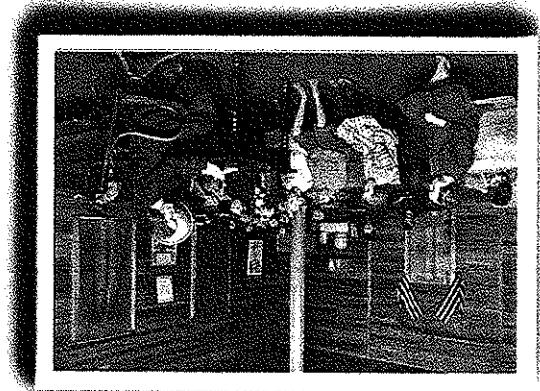
and dishwasher, things you take for granted, and see how new inventions such as the television and You are in the 1940s during Halloween. Now family's daily life. Again, the seats rotate to the left radio and sewing machine are now a part of the Gas lamps had been replaced by electric lights. Skip ahead to the July 4th celebration in the 1920s. Theatre seats a few feet to the left, and you have only read about. Shortly thereafter your Valentine's Day in 1904, allowing you to see a world from one generation to the next.

Carousel of Progress Ride



A Carousel of Progress





Recently, the administrative team from Eminecne travelled to Walt Disney World to take part in the Disney Institute for Creativity and Innovation. We were there gathering insights from Disney's Creative and Innovation team. In the down time between the Disney Institute sessions, we made certain to find time to run over to the Magic Kingdom and revisit our favorite attraction for inspiration. It never hurts to remind ourselves that "tomorrow is just a dream away" or that the dream is just a start. We have to follow our dreams, "with mind and heart". While the theme song of the ride has become the unofficial theme song of the theme park.

Disney Institute Info



Guests rotated through four eras of the American technology instead of highlighting reality. What if instead of a somber viewing the show with our team led to a sobering realization?

While the theme song of the theme song of the theme park.

"tomorrow is just a dream away" or that the dream is just a start.

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Listen to the song.



"A Great Big Beautiful Tomorrow"

"Shining at the end of every day"

"So there's a great, big, beautiful tomorrow"

"Shining at the end of every day"

"So there's a great, big, beautiful tomorrow"

"Shining at the end of every day"

"So there's a great, big, beautiful tomorrow"

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"So there's a great, big, beautiful tomorrow"

"Shining at the end of every day"

Between each scene in the 20 minute show, the father raves about how the new innovations have dramatically improved life for his family. As a transition between each scene and again at the end of the show, the audio-animated characters sing "A Great Big Beautiful Tomorrow." Even the lyrics of the theme song inspire guests to think about the progress we have made and the progress before us.

Shows the audience products just on the brink of coming into their homes. On the cutting edge, such as a voice activated oven and virtual reality gaming, and from the 60s to the 80s and beyond, but the theme is the same. It reveals technologies celebrating Christmas in the current era. Over the years the "current era" has changed dramatically impact the family's life. The fourth and final scene depicts a family

public school system? How much progress would we see from the turn of the century to the modern era? Certain, the clothing and hairstyles would change just as they do in Disney's attraction, but what else? The classrooms would shift from one room school houses to larger collections of one room school houses in the same large building. We'd see blackboards turn to whiteboards and chalk to dry erase markers. We might hear the narrator discuss more and more accountability measures. I can envision the final scene showing the promise of more technology coming into the classroom...in the future.

More tightening is what would not change throughout each era. From the turn of the century on through the 40s and beyond, the audience would watch students of like ages and different abilities sitting in rows listening to the same lecture. As Ken Robinson notes, the industrial model of schools set up in the 1900s is still in place today, despite the fact that the mission of schools has changed. Though we are no longer preparing kids primarily to work in factories, we continue to school them with an assembly line process, deeply rooted in an antiquated mission.



American schools cannot continue down the same path, making minor, incremental changes from era to era. We must re-imagine how we educate children. Eminence would like to create a "great big beautiful tomorrow" for students through an innovative redesign of school as we know it. The next scene on Eminence's "Carousel of Progress"

has been made will have dramatically improved the way things are done. Going back to the way things were done in the previous era because the progress that Kentucky's most innovative attraction. Like the guests visiting Disney's "A Carousel of Own Pathway to graduation and beyond. Eminence independent Schools will serve as will focus on completely personalizing the learning choices for students to shape their redesign of school as we know it. The next scene on Eminence's "Carousel of Progress" has been made will have dramatically improved the way things are done. Going back to the way things were done in the previous era because the progress that Kentucky's most innovative attraction. Like the guests visiting Disney's "A Carousel of

Eminence desires to become the spark that will inspire districts across the state to take risks and re-imagine school. The launch of the School on FLIR, in May of 2012 was a great beginning toward realizing this goal, but it was only the beginning. In the subsequent pages, you will see the outline of Eminence's plan to become Kentucky's big beautiful tomorrow" for all of Kentucky's students.



RECOMMENDED
PROCESSES
FOR DISTRICTS
OF INNOVATION

Expect Eminence Excellence!

DLT submitted application which includes Administrative Acknowledgment and Assurances, District Level Plans, and School Level Plans to the Kentucky Department of Education.

The Eminence Board of Education monthly discusses the School on F.I.R.E. and Districts of Innovation application and updates. They also reviewed and approved the final draft of the application.

Plan was also reviewed by our Parent Teacher Student Organization and in a parent forum.

Once the application was complete, all school level staff reviewed the application and voted over the minimum 70% approval level to accept the Eminence Districts of Innovation Application. Details of the application were discussed and finalized for the writing of the application.

DLT then hosted a district-wide professional development day for all teachers in our district on personalizing learning and the major highlights of our Districts of Innovation application. Details of the application were discussed and finalized for the writing of the application.

School Level Teams (SLT) then reviewed the big ideas of the application while tweaking and suggesting other areas of emphasis.

DLT met with local universities, local city and county government, and local industry leaders to determine their needs for student preparation.

DLT then started with the end in mind, current phase of School on F.I.R.E., and lessons learned from year one of implementation to create what the perfect Eminence independent Schools would look like. The DLT analyzed other existing models, our student needs, our student challenges, our student surveys, our staff surveys, our school data, and other pertinent information in an attempt to personalize the Eminence Mastery Model down to every single student.

Therefore, DLT decided to apply for Districts of Innovation with the Eminence Board of Education in agreement

DLT determined, after lengthy discussions, that there were still additional innovations needed to personalize instruction even in lieu of current initiatives.

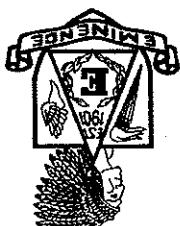
DLT discussed current needs based on results of Self-Assessment with respect to the School on F.I.R.E. and our present level of implementation.

DLT takes Readiness for Innovation Self-Assessment and analyzes results.

DLT met with Student VOICE Team, Teacher VOICE Team, and high school students in order to identify where we are with School on F.I.R.E. changes and where our Districts of Innovation application should focus our next steps.

DLT also discussed additional models and/or initiatives which clearly demonstrate innovation should focus our next steps regionally.

Process For The Creation Of The Districts Of Innovation Application



Eminence, Kentucky 40019

Board of Education

291 W. Broadway

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(502) 845-4788

Eminence Independent Schools

• There being no further business to come before the Board and on a motion by Danny Fisher, second by Ben Coomes, the meeting was adjourned. Motion carried with all voting aye. 5-0

SCBM040313

• The Calendar Adjustment for the two make up snow days will be Monday, March 18, 2013 and Tuesday, March 19, 2013. Motion by Danny Fisher, second by Tony Adams to approve the calendar adjustment. Motion carried with all voting aye. 5-0

SCBM030313

• Both SBDM Committees have approved the application by vote and verify voting process.

• 100% of Certified Staff voted to approve the application.

Morehead-Johnson, Motion carried with all voting aye. 5-0

Motion to approve the Districts of Innovation Application by Ben Coomes, second by Pam Morehead-Johnson, Motion carried with all voting aye. 5-0

SCBM020313

• Roll Call: All Present.

• Approval of Agenda: Motion by Danny Fisher, second by Ben Coomes to approve the agenda as presented. Motion carried with all voting aye. 5-0

• Welcome: The meeting was called to order by Chairman Chism who welcomed all who were present.

SCBM010313

Also Present: Buddy Berry and Darlene Bates.

Tuesday, March 12, 2013, at 5:30 pm

SPECIAL CALLED BOARD MEETING

(1) Brenda Chism, Chairman (2) Ben Coomes, Vice Chair (3) Danny Fisher
(4) Pamela Morehead-Johnson (5) Tony Adams

on the 12th day of March, 2013, with the following members present:

The Eminence Independent Board of Education met in the Board Office Conference Room at 5:30 P.M.
Eminence, KY, March 12, 2013

RECORD OF BOARD PROCEEDINGS

(MINUTES)

Eminence Independent Middle/High School SBDM Special

**Meeting Agenda
March 11, 2013
3:30 PM in Room 2106**

1. Opening Business
 - Agenda Approval
2. District of Innovation Application Vote
3. Closing
 - Next Meeting Date March 13, 2013 @ 6:00
 - Adjourn

Eminence Independent Middle/High School
SBM Agenda and Minutes
March 11, 2013
3:30 PM in Room 2106

Members Present (X denotes members present):

Carla Perez	Parent	Parent	Parent	Teacher	Teacher	Teacher	Stephanie Barrow	Lynn Covington	Schedule	Motion: Mrs. Barrows	Second: Mr. Mudd	Conensus of Council: <input checked="" type="checkbox"/>	Motion: Mr. Nether	Discussion: Mrs. Trece shared that the staff voted with a 100% vote in support of the application.	No Action: <input type="checkbox"/>	Conensus of Council: <input checked="" type="checkbox"/>	Motion: Mrs. Covington	Second: Mr. Nether	Conensus of Council: <input checked="" type="checkbox"/>	Motion: Mr. Mudd	Conensus of Council: <input checked="" type="checkbox"/>	Second: Mrs. Barrows	Motion: Mr. Mudd	Conensus of Council: <input checked="" type="checkbox"/>	Second: Mrs. Barrows	Motion: Mr. Mudd	Conensus of Council: <input checked="" type="checkbox"/>
Chris Nether	(via FaceTime)																										
Marcy Mudd																											
Shannon Trece																											

- **Agenda Approval**
Discussion: Time was adjusted and reflected due to conflicts with SBDM Members
- **Opening Business**
Discussion: Time was adjusted and reflected due to conflicts with SBDM Members
- 2. **District of Innovation Application Vote**
Discussion: Mrs. Trece shared that the staff voted with a 100% vote in support of the application.
Motion: Mr. Nether
Second: Mrs. Covington
Conensus of Council:
Motion: Mr. Mudd
Second: Mrs. Barrows
Conensus of Council:
- 3. **Adjourn**
Motion: Mr. Mudd
Second: Mrs. Barrows
Conensus of Council:
Motion: Mr. Mudd
Second: Mrs. Covington
Conensus of Council:
Motion: Mr. Nether
Second: Mrs. Covington
Conensus of Council:
Motion: Mr. Mudd
Second: Mrs. Barrows
Conensus of Council:

Eminence Independent Middle/High School SBDM Agenda

March 13, 2013

6:00 PM in Room 2106

1. Opening Business
 - A. Agenda Approval
 - B. Approval of February Minutes
 - C. Public Comment
2. Budget Report/Requests
 - A. Budget Reports/Activity Funds Review
 - B. Student Snack Machine
3. Old Business
 - Copy Machine Lease Review/Update
 - SBDM Policy Review
 - Emergency Plan Adoption for EIM/HS
 - Charge Forms: Standards Based Grading Policy, BE Ready Policy (Attendance, Selection, books), Classroom Management Plan for 2013-2014, and Student Handbook Compilation
4. New Business
 - District of Innovation
 - Discipline Data
 - Attendance Data
 - Ashley Perkins Presenting Summer Reading Program
 - Ronda Hunter & Janet Golden presenting Carnegie Math Program
 - Charge Forms: Dress Code, Dual Credit Policy, and "B" or Better Policy
 - Other
5. Closing
 - How have we impacted academic success at EIS Middle/High School through our work?
 - Next Meeting Date April TBD, 2013 @ 6:00
 - Adjourn

Eminence Independent Middle/High School

SBM Agenda and Minutes

March 13, 2013

6:00 PM in Room 2106

Members Present (X denotes members present):

Carla Perez	Parent	Marcy Mudd	Chris Netheiry	Stephanie Barrow	Lynn Covington	Shannon Trecece
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				

- **Agenda Approval** Consensus of Council: Motion: Mrs. Barrows Second: Mr. Netheiry Approval of February Minutes Consensus of Council: Motion: Mrs. Covington Second: Mr. Mudd Public Comment • Discussion: Recognition of Amy Dotson for Actors Theater and Shelby County Area Technology Initiative for Pilot Program in Business and Industry
- **Budget Report/Requests**

2. Budget Report/Requests

- Budget Reports/Activity Funds Review Consensus of Council:
- Student Snack Machine to be available for students daily after 3:00. This will help with student safety after school with access to snacks without having to cross the street.

3. Old Business

- Copy Machine Lease Review/Update

Discussion: Mrs. Trecece shared that she would like to table a vote in order to research Lexmark as an option based on insight given to us by another school district who has found their printing solutions to be efficient. We are currently seeking a solution to limit and monitor student and staff printing and this machine has a potential use of a grading feature for assessments.

- Motion: Consensus of Council:
 Second: Motion: Consensus of Council:
 Discussion: SBDM Policy Review
 No Action: Consensus of Council:
 Second: Motion: Consensus of Council:
 Discussion: SBDM Policy Review 2nd Reading to accept new policies replacing previously outdated policies.
 No Action: Consensus of Council:
 Second: Motion: Consensus of Council:
 Discussion: SBDM Policy Review 2nd Reading to accept new policies replacing previously outdated policies.
 No Action: Consensus of Council:
 Second: Motion: Consensus of Council:
 Discussion: SBDM members.
 Motion: Mr. Netthery
 Second: Mrs. Barrows
 No Action: Consensus of Council:
 Discussion: Policies were sent to all staff and no concerns had been presented to any SBDM members.
 Motion: Mr. Netthery
 Second: Mrs. Barrows
 No Action: Consensus of Council:
 Discussion: SBDM Policy Review 2nd Reading to accept new policies replacing previously outdated policies.
 No Action: Consensus of Council:
 Second: Motion: Consensus of Council:
 Discussion: Outdated policies.
 Motion: Mrs. Covington
 Second: Mr. Mudd
 No Action: Consensus of Council:
 Discussion: Charge Forms: Standards Based Grading Policy, BE Ready Policy, Classroom Management, Student Handbook
 Motion: Consensus of Council:
 Second: Motion: Consensus of Council:
 Discussion: These are being currently drafted and will be presented to SBDM in May.
 Motion: Consensus of Council:
 Second: Motion: Consensus of Council:
 Discussion: Full approval by staff and SBM (special meeting on March 11, 2013), this approval is already achieved.
 Motion: Consensus of Council:
 Second: Motion: Consensus of Council:
 Discussion: Fully approved by staff and SBM (special meeting on March 11, 2013), this approval is already achieved.
 Motion: Consensus of Council:
 Second: Motion: Consensus of Council:
 Discussion: No concerns expressed.

5. Closing

- No Action: **Attendence Data**
 - Discussion: No concerns expressed by SBDM. Mrs. Treccce shared that excessive issues are being addressed through DPP, Harry Orton.
- Attendence Data
 - Motion: **Motion:** **Attendence Data**
 - Second: **Second:** **Motion:** **No Action:** **Attendence Data**
- Ashley Perkins presenting Summer Reading Program
 - Discussion: Combating summer reading loss through the Homeless Liason Grant. Shared a plan designed to analyze our specific school data for 7th and 8th grade students in regards to retention of information over the summer. Lexiles and student interests will be utilized to determine the books that will be provided to the students over the summer. Students will receive books at various times throughout summer to provoke engagement in anticipation of the arrival of new books. Mrs. Ashley Perkins and Alethea Coffee are partnering to provide this support and will keep SBDM apprised of data and results of project.
- Ashley Perkins presenting Summer Reading Program
 - Motion: Mr. Netherry **Motion:** **No Action:** **Attendence Data**
 - Second: **Second:** **Motion:** **No Action:** **Attendence Data**
- Ronda Hunter & Janet Golden presenting Carnegie Math Program
 - Discussion: Mrs. Hunter shared information extensively from Carnegie Math Program
- Ronda Hunter & Janet Golden presenting Carnegie Math Program
 - Motion: **Motion:** **No Action:** **Attendence Data**
 - Second: **Second:** **Motion:** **No Action:** **Attendence Data**
- Charge Forms:
 - Motion: **Motion:** **No Action:** **Charge Forms**
 - Second: **Second:** **Motion:** **No Action:** **Charge Forms**
- Dress Code:
 - Motion: **Motion:** **No Action:** **Dress Code**
 - Second: **Second:** **Motion:** **No Action:** **Dress Code**
- Dual Credit Policy:
 - Motion: **Motion:** **No Action:** **Dual Credit Policy**
 - Second: **Second:** **Motion:** **No Action:** **Dual Credit Policy**
- "B" or Better Policy (written)
 - Motion: **Motion:** **No Action:** **"B" or Better Policy (written)**
 - Second: **Second:** **Motion:** **No Action:** **"B" or Better Policy (written)**
- How have we impacted academic success at EIS Middle/High School through our work this session?
 - Motion: Mr. Netherry **Motion:** **No Action:** **How have we impacted academic success at EIS Middle/High School through our work this session?**
 - Second: Mrs. Barrows **Second:** **Motion:** **No Action:** **How have we impacted academic success at EIS Middle/High School through our work this session?**
- Set Dates for 2013 Meetings April 11, 2013
 - Motion: **Motion:** **No Action:** **Set Dates for 2013 Meetings April 11, 2013**
 - Second: Mr. Netherry **Second:** **Motion:** **No Action:** **Set Dates for 2013 Meetings April 11, 2013**
- Adjourn
 - Motion: **Motion:** **No Action:** **Adjourn**
 - Second: Mrs. Barrows **Second:** **Motion:** **No Action:** **Adjourn**
- Consensus of Council:

Respectfully submitted by Angie Gibson

-Once the voting was completed, the SBDM council held a special meeting. During the council meeting, all votes were counted and verified. The staff votes indicated that 100% of the staff was in favor of the districts' applying for the initiative. Therefore, the SBDM council approved the districts application.

-At the conclusion of the meeting, the Council members conducted a vote of approval with the entire staff.

-At the end of the school day, Mr. Berry met with the staff to discuss the "initiative" application, the goals/benefits requested in the "initiative" and provide an opportunity for staff members to share thoughts/concerns or ask questions.

"District of Innovation" Initiative

(Due to absence, Angie Yount and Lynn Wilson gave their approval of the "initiative" to council member Angie Gibson.)

Members Present: Mr. Doran, Angie Gibson, Chelsey Tingle and Kim Goodloe

March 11, 2013
S.B.D.M. Council Meeting
Eminence Elementary School

Board of Education
291 W. Broadaway
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Eminence, Kentucky 40019



Eminence Independent Schools

Respectfully submitted: Angie Gibson

On Wednesday, March 13, 2013, the Council conducted a vote and approve the "waiver" concerning the "District of Innovation" application. The staff approved the waiver 100%.

Members Present: Mr. Doran, Angie Gibson, Chelsey Tingle and Kim Goodloe

March 13, 2013
S.B.D.M. Council Meeting
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Eminence, Kentucky 40019
Board of Education

Eminence Independent Schools

within the school district in order to accommodate change? Mark low if the school district is turf conscious, rigid, or rule bound. Mark high if the school district is learner-centered, indicates a willingness to change in spite of sacrifice, and is willing to work for the good of the whole.

5) Process and Function Is there an openness to redesign processes that cut across functions within the school district in order to redesign processes to accommodate change? Mark low if the school district is turf conscious, rigid, or rule bound. Mark high if the school district is less likely to succeed and indicates a willingness to change in spite of sacrifice, and is willing to work for the good of the whole.

- 4) Leadership Has a clear change agenda been set by members of the day-to-day leadership team (either formal or informal)? If leadership has ownership and direct responsibility for what is to be changed, mark your score as high. If leadership provides a clear set of results or return on investment propositions then also mark high. Low-level, hands-off leadership or leadership that is not connected throughout the school district is less likely to succeed and should be marked low.
- 5) Motivation Is there a strong sense of urgency throughout all parts of the school district taking rank low if school district is traditional bound, holds a conservative culture or discourages risk for a school district culture that promotes continuous improvement and rewards risk taking. Rank high if school unit is committed to the change process and change agenda present? Rank high for currently happening in the school district? Does it dovetail with the district improvement and/or strategic plan? Mark high for thoughtful approaches to aligning and mark low for isolated or multiple change efforts whose work is not strategically linked.

- 2) Organizational Context How does the change effort connect to other major initiatives currently happening in the school district? How clear is the district's vision of the future if thinking and minor change is all that is perceived to be needed. Are all stakeholders (students, parents, teachers, professionals, organizations, community, administration and board) engaged and mobilized? Rank high for positive answers. Rank low if future should look different from the present? How clear is the district's vision of the future if thinking and minor change is all that is perceived to be needed. Are all stakeholders (students, parents, teachers, professionals, organizations, community, administration and board) engaged and mobilized? Rank high for positive answers. Rank low if future should look different from the present? How clear is the district's vision of the future if thinking and minor change is all that is perceived to be needed.
- 3) Motivation Is there a strong sense of urgency throughout all parts of the school district taking rank low if school district is traditional bound, holds a conservative culture or discourages risk for a school district culture that promotes continuous improvement and rewards risk taking. Rank high if school unit is committed to the change process and change agenda present? Rank high for currently happening in the school district? Does it dovetail with the district improvement and/or strategic plan? Mark high for thoughtful approaches to aligning and mark low for isolated or multiple change efforts whose work is not strategically linked.

Not at all	Somewhat	Average	Above Average	Exceptional
— 1 —	— 2 —	— 3 —	— 4 —	— 5 —

Directions: Please carefully consider each set of questions below and rate your school district based on the following scale. Write the appropriate number in the box next to the question.

Readiness Survey for Innovative Change for School Districts

Kentucky Department of Education

Engagement

Division of Innovation and Partner

- 6) Customer Focus** Is everyone in the school district instilled with knowledge of students? Is the school district willing to agree to change to serve them better? If everyone in the school district knows about students and their needs and has direct contact with them, score high. If it's difficult for students to help the team when they meet resistance and the person with the power to cheerleader? It does not necessarily have to be the day-to-day leader, but a person with changes may produce the best outcomes for learners? Mark high if data is available, utilized, and made visible for all to see. Mark low if no systematic approach is available or data is not analyzed and embedded in decision making processes.
- 7) Sponsorship** Is there is an identifiable sponsor of change that acts as a visionary or chief school district and lower if the sponsorship comes from mid-level or staff. Power to help the team when they meet resistance and the experience to provide problem-solving skills at critical times. Score higher if the sponsorship is provided at higher levels in the cheerleader? It does not necessarily have to be the day-to-day leader, but a person with the school district and lower if the guidance staff and/or administration) then mark low.
- 8) Measurements** Are critical decisions based on data? Is data used to understand what changes may produce the best outcomes for learners? Mark high if data is available, utilized, and made visible for all to see. Mark low if no systematic approach is available or data is not analyzed and embedded in decision making processes.
- 9) Competitor Benchmarking** Does your school or district have a continuous competitive benchmarking program that systematically and objectively compares its performance with that of others? Does it constantly examine change, best practices and research in the field? Mark low if the school or district model is anecdotal - i.e. what you read in the newspaper or what you hear in conversations. Mark high if a formal systematic approach with outside benchmarks is utilized.
- 10) Innovation** Does your school or district tolerate and even encourage risk-taking and experimentation? Are new ideas implemented with seemingly little effort? An environment in which employees work across internal and artificial boundaries easily should be marked high. Mark low if the environment is characterized by red tape, multiple signoffs, channels, and discourses, and confusion and anger exist after decisions are determined.
- 11) Decision Making** Does a model for decision making exist in the school district? Are staff and administrators empowered to make decisions? Rate this high if decisions can be made quickly and everyone knows the source of the decision and have been offered input opportunities. Mark this low if a "mysterious" them makes the decision, there is abundant conflict during the process, and confusion and anger exist after decisions are determined.
- 12) Communication** Are effective communication protocols in place? Do opportunities exist for two-way communication? Mark high if your communication system reaches all levels of the school district and all employees understand and use it. If communications are top down, limited, or one-way, then mark low.
- 13) Organizational Structure** How much flexibility exists within your school or district? School districts with little or no "rigidity" provide the best climate for change. If you have an school organizational culture that fights change by waiting it out. Mark high if successful changes your school district has undergone frequent unsuccessful changes then you may have a cynical district where rigid structures exist that are unchanged for five or more years. If districts with rigid structures exist the best climate for change. If you have an school implementation solutions have taken place in the past five years.
- 14) Rewards** Change is easier when the risk/reward formula is managed. Are staff and administrators rewarded for innovation and creative approaches and solutions? Are teams rewarded rather than individuals? Score low if your school district

- 15-45 Your district needs to build some capacity to allow real innovation change to occur. It is our recommendation that you start small and determine one innovative strategy that you want to work on and use the waiver request process to begin your work.
- 45-55 Innovative change is possible but might be difficult, especially if you have low scores in the first seven readiness dimensions. It is recommended that you align your districts with one of the P20 innovation Labs to support you in your efforts.
- 55-65 Implementing innovative change appears to have a strong opportunity for success, but some areas need to be addressed. It is recommended that your district consider becoming a "Affiliate" district in the Partnership for Next Generation Learning (PNGL) state level work.
- 65-75 Implementing innovative change appears to have a high level of opportunity for success. It is recommended that your district consider becoming a "Model" district in the Partnership for Next Generation Learning (PNGL) state level work.

USING THE RESULTS

TOTAL SCORE 75

- 15) **Prior Experience with Change** Does your district's culture and climate encourage change? Do you feel that you are able to participate in change? If no prior experiences exist, mark lower than if successful experience has occurred. If anger and negative legacy remains from prior change experience, mark low. If equivocal success levels have been reached mark 3 or lower than if successful experience has occurred. If anger and negative legacy remains from prior change experience, mark low. If equivocal success levels have been reached mark 3 or higher.
- If you have heroes who are no longer with the school district because of change action, mark rewards continuity over change. If employees believe failure is punishable, reduce your rating. If you have heroes who are no longer with the school district because of change action, mark low.



VISION & MISSION
RATIONAL /
NEEDS
ASSESSMENT

Expect Eminence Excellence!

Innovation Lab Network
CSSO Website



1. Anytime, Anywhere Learning
2. Personalized Learning
3. Comprehensive Systems of Support
4. World Class Knowledge and Skills
5. Student Agency
6. Performance Based Assessment

Core Values of Innovation of Eminence Independent Schools

Schools Website
Eminence Independent



Eminence Independent Schools desire to create a cooperative community where students and educators strive for academic excellence within a safe, structured, and supportive environment. Eminence Schools purposes to value diversity, foster responsible behavior, and to teach the academic and social skills which will empower students to realize their potential while becoming lifelong learners and WORLD CLASS WARRIORS! Expect Eminence Excellence!

District Mission Statement

District's Vision / Mission / Core Values

Board of Education
291 W. Broadway
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www.eminencekyschools.us



Eminence Independent Schools

Expect Eminence Excellence!

We will also prepare students to be leaders in a global marketplace. We will ensure that EVERY Eminence student is equipped with the necessary skills to be national leaders with respect to innovation, invent, research, publish, and communicate their work to the world. We will ensure that a framework. This framework will set the standards for excellence in each grade with respect to three main categories. These categories are World Class Knowledge and Skills, College and Career Readiness, and Next Generation Skills. SPARC teams, Teacher Advocates, students, and parents will constantly monitor student progress toward these annual, measurable objectives. Students completing these standards will be awarded the highest honors of Eminence distinction and rewards we can offer. Students will also be required to defend, before an expert and peer panel goals for the E³ and core standards at each exit grade (5, 8, and 12) in order to graduate to the next level of learning.

In order to completely personalize instruction, we are designing a system that incorporates student interests, student voices, and student outcomes into an authentic, engaging experience. Students will be required to show mastery of all core standards with learning being the constant and time the variable. Teachers will deploy interventions, connections, and enrichments in deliberate fashion to ensure content mastery. Students will have the ability to chart out their learning with the assistance of SPARC (Student Parent Advisors Readiness Consultation) Teams. These teams will meet regularly to modify, adapt, and alter the instructional opportunities and pathways for each student. The SPARC teams will begin in Kindergarten and continue through until students complete the post-secondary goals. We also believe that once every child is held to a complete mastery based, personalized education that every child WILL succeed regardless of SES, ethnicity, gender, or background.

Eminence Independent Schools - Philosophy of Innovation



Eminence, Kentucky 40019

Board of Education

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Eminence Independent Schools

If given the opportunity to be a District of Innovation, we will not only transform the educational experience of every student within Eminence's system, but will provide a model site for Kentucky and the rest of the nation to follow. We understand that our small size is an advantage for us to move through this process in an expedited fashion, but we believe the size of our courage and determination to pilot a revolution of this magnitude is our greatest asset to our being selected! Thank you for your consideration of our application. On behalf of our students, please dare to dream with us of what school can and should be!

Eminence structures in much the same way as hospitals have become more specialized throughout the past 20 years.

The different pay scales for classified and certified staff. These new roles will help redefine school potential of these new learning environments, Eminence schools seek to create new positions on very blended paths in which no student may fully undertake any singular pathway. To maximize the benefit from. The opportunities for these students and Eminence students would also consist of access to all clubs, events, and enrichments to fully experience all that schools have to offer and courses, the arts, early college, or any other school based offering. Students would also be allowed to attend that attends their entire career in the halls of Eminence schools. These students will be allowed access to our teacher experts and tutors, any traditional class experience in which they may not be able to replicate or succeed in the off-campus environment. These include STEM courses, that have been commonly home-schooled, disenchanted, have dropped out, truant, and otherwise lost to traditional programs. While allowing our current students opportunities to traditional opportunities to a host of the populations that don't fit into the current system. These opportunities to a host of the populations that don't fit into the current system. These opportunities to virtual programs / classes / pathways, we will be able to extend those same competency, and virtually reach out to non-traditional learners in an attempt to equip students that have been common to our community college, disenchantment, have dropped out, truant, and otherwise lost to traditional programs. While allowing our current students opportunities to traditional pathways that attend that attends their entire career in the halls of Eminence schools. These students will be allowed access to our teacher experts and tutors, any traditional class experience in which they may not be able to replicate or succeed in the off-campus environment. These include STEM

programs such as being a Registered Nurse.

Students will complete industrial certifications, professional licensing, and even degree others. Students will receive the same supports, opportunities, and demands for excellence as traditional students will receive the same supports, opportunities, and demands for traditional students as can also be accomplished at a fraction of the cost of traditional instructional programs. These non-traditional students will receive the same supports, opportunities, and demands for traditional instructional programs. While allowing our current students opportunities to traditional pathways that attend that attends their entire career in the halls of Eminence schools. These students will be allowed access to our teacher experts and tutors, any traditional class experience in which they may not be able to replicate or succeed in the off-campus environment. These include STEM

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Eminence Independent Schools

Expect Eminence Excellence!

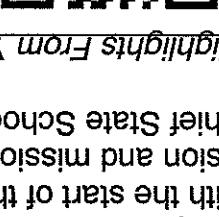
CNS Video
Documentary



Bellarmine Article



School Planning and
Facilities Article - Pg. 63



On May 1, 2011 Eminence Independent Schools launched its "School On EL.R.E." (Framework of Innovation to Reinvent Education) model. The model is the byproduct of the district's commitment to student agency. District leadership met with every student in the district and collected feedback on what the perfect school looks like? District leadership solicited input from students on how they could best meet their individual needs. From those interviews the were asked, "What would the perfect school look like?" District leadership then within their school. Students were asked one of the core critical attributes outlined by the Council of Chief State School Officers and the Stupski Foundation.

The A.C.E.S. (Apple Computers for Eminence Students) 1:1 Program: Macbook Pro laptop to every student in grades 9-12. All Eminence High School core classes now utilize Haiku Learning Management System to provide core course content online in a blended/flipped classroom model. Students can access course materials anywhere.

The Bellarmine Eminence College Readiness ("B.E. Ready") Program: Eminence partnered with Bellarmine University to create one of the state's most innovative college programs in the state of Kentucky. Any Eminence student meeting Readying, English and Math benchmarks on the ACT may become Bellarmine students on Wednesday and Friday. 35 students in grades 10-12 will earn 13 hours of college credit from Bellarmine next year. These students will continue earning credits from Bellarmine this year. These students will travel to and from cohort of "B.E. Ready" Students.

The district created the state's first working Wi-Fi equipped bus. Students can now access course materials as they travel to and from Bellarmine or to extracurricular activities.

Eminence Independent Schools

Conditions Of Reform
Innovation to Reinvent Education
model is the byproduct of the district's
commitment to student agency.

Commitment To Change / Evidence Of Risk Taking / Evidence Of Success



Eminence, Kentucky 40019

Board of Education

291 W. Broadway

CNS Video Documentary

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The District of Innovation plan Eminence proposes will expand the personal learning pathways available to students and further personalize learning options to fit the individual student needs. The District of Innovation plan Eminence students are Eminence Independent Schools free WiFi within the city limits. Now Eminence students are Eminence Independent Schools student has the opportunity to take a laptop home. The city council is following suit and pursuing our students. One year ago, most of our students did not own a device. Now every high school remains at Eminence to receive the personalized interventions they needed to become college new opportunities for college ready students to attend classes on a college campus while others personnalize learning for students. The redesign of the master schedule this school year provided new opportunities for college ready students. The redesign of the master schedule this school year provided new opportunities for college ready students. The redesign of the master schedule this school year provided new opportunities for college ready students. The redesign of the master schedule this school year provided new opportunities for college ready students.

Eminence will continue to build on phase one of the School On FLRE, which set out to

2011-2012)

(Framework of Innovation for Reinventing Education) model.

Eminence Board of Education to create the School On FLRE.

A clear vision, a belief in student agency and reflective practice led the

Implemented mastery model of learning - No Fail Policy (2008-2009)

The First "B or Better" school in the nation (2007-2008)

Matters.

The School on FLRE, was featured in several media outlets including Kentucky Teacher Magazine, CN2's Pure Politics, WHAS11 News, and School Planning & Management Magazine, KET's Education Matters.

Career Ready students by 34.7% in one year, the largest increase in

Eminence High School increased the percentage of College and

San Diego, California.

Innovative idea nationally at the National School Board Conference in School On FLRE, model is the Magna Award winner for the most

Innovative idea in Kentucky.

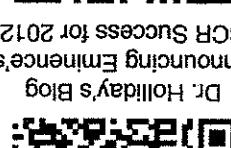
The Kentucky School Board Association awarded Eminence's School

On FLRE, model the Peak Award Winner for 2012-13 for the most

Innovative idea in Kentucky.

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Board of Education
DC Holliday's Blog
Announcing Eminence's
CCR Success for 2012
KET Education Video
■



Eminence Independent Schools

Students should have the opportunity to partner collaboratively with district and school Running through the heart of every part of the School on F.I.R.E. model is the belief that Student Agency (2011-2013).

The district has taken major steps to address the challenges and obstacles in the way of these goals. Armed with inspiration from Commissioneer Terry Holliday and Director David Cook, to find a way to maximize current educational allowances without charter regulations, the Board of Education analyzed data regarding college readiness and regularizations, the School that needed to be "reinvented" in order to prepare students for the 21st Century. Thus, the School on F.I.R.E. (Framework of Innovation for Reinventing Education) was born. The School on F.I.R.E. model is built on the core principles of mastery learning for college and career readiness, student agency, 21st century learning skills.

In order to address these issues, district leadership sought out feedback from each student and found they were not pleased with the lack of technology and choices in their elective courses. Because the school was so small, students had one elective choice per year. High achieving students noted they were not being challenged, and low performing students remarked their individual curriculum needs. In order to meet their individual curriculum needs, the district has taken major steps to address the challenges and obstacles in the way of these goals.

Changes needed to be made in order to meet these goals. Only 39% of Eminence family to graduate from college. Many Eminence graduates go to college but are not staying in college after the first year. While enrollment in the district's elementary and middle school had been steady, students were transferring out of the district to neighboring districts in record numbers at the high school level.

Eminence desires to graduate "college and career ready" by the Kentucky Department of Education in 2010. Approximately 80% of high school students would be the first in their family to graduate from college. While many Eminence students go to college but are not staying in college after the first year. While enrollment in the district's elementary and middle school had been steady, students were transferring out of the district to neighboring districts in record numbers at the high school level.

Eminence Independent Schools - Districts of Innovation



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Eminence Independent Schools

The Board of Education led the charge to create a Next Generation Skills Continuum outlining the 21st century skills required at each grade level. This component of the School on F.I.R.E. project reached from kindergarten through 12th grade. As a result of the initiative, even the youngest students in the district are collaborating, communicating, critically thinking and demonstrating creativity with 21st century tools. Third graders have led technology implementation professionally developing content sessions for all districts staff on using the Macbook. Third and fourth grade classes utilize online discussion threads, wikis, flipped classroom lesson, and collaborative documents.

Kindergraders produce keynote presentations on content and present to their class using iPads. The Eminence Board of Education also formed a historic, first of its kind, partnership with Apple Business in order to maximize student and staff development using iPads. The cost savings from this partnership potentially pays for the and technical assistance. The cost savings from this partnership potentially pays for the

events, or to Bellarmine for their college courses.

courses materials even when on the bus traveling to and from school, extracurricular learning "the district equipped a school bus with Wi-Fi. Now students can access Learning" the district complete assessments online. To promote "Anytime, Anywhere participate in class discussion, watch videos the teacher links for them, take practice system to create a web based environment for their class materials. Students now can model of learning as teachers utilize the district's Haiku Online Learning Management system to continue to teachers. High school classes have been transformed to a blended Macbook Pro computer. High school classes have been transformed to a blended part of the School on F.I.R.E. model. Every student in grades 9-12 is issued a part of the A.C.E.S. (Apple Computers for Eminence Students) program as The Board created the A.C.E.S. was the district's announcement that the high school would become a 1:1 laptop district. Perhaps the biggest hint that things were about to change in tiny Eminence, Kentucky

21st Century Learning Skills (2011-2013):

to serve as an ongoing voice of the student body. In order to continue the momentum, the district created a Student Voice Team happen. In order to continue the momentum, the district created a Student Voice Team students to each of the student concerns. More than fixing the current problems facing solutions the Board communicated that students now had a real voice in making things available when they were struggling. The Board answered the call and provided was available more rigorous and more options for electives. Students wanted define the perfect school for them. Results were brought to the attention of the Board. the district was visited by the superintendent and instructional supervisor and asked to go to students and ask them what the perfect school would look like. Every student in leadership to create the perfect learning environment. The first step in the process was to define the perfect school for them. Results were brought to the attention of the Board. Students wanted more technology and more options for electives. Students wanted classes to be more rigorous and to meet their needs. Students wanted to feel like help was available when they were struggling. The Board answered the call and provided solutions to each of the student concerns. More than fixing the current problems facing students to each of the student concerns. More than fixing the current problems facing students to each of the student concerns. More than fixing the current problems facing

3. Increase opportunities for students to have voice and ownership in district decisions.
2. Personalize learning for each student.
1. Increase the % of Eminence High School students identified as "College and Career Ready" by the Kentucky Department of Education from 39% in 2009-2010 to 100%.

Institutional School on F.L.R.E. Objectives:

the on campus courses.

Bellarmine. Additionally, 12.5% of the Sophomore class has earned the ability to take go to college and succeed. Currently, 40% of the Junior and Senior class attends rural community. The School on F.L.R.E. model has given students hope that they can costs. Words cannot express what this opportunity has meant to students in a poor, Board of Education committed to paying 100% of the tuition, books and transportation Bellarmine. The students earn 13 credit hours per year from Bellarmine. The Eminence classes at Eminence on Monday, Wednesday and Friday, but Tuesdays and Thursdays Department of Education is eligible for the program. These students take their core they board a Wi-Fi equipped bus, the first of its kind in Kentucky, and head to in the district who has met college readiness benchmarks outlined by the Kentucky to create the most innovative early college model in the state of Kentucky. Any student and to promote college readiness goals, Eminence partnered with Bellarmine University in order to meet the needs of the students who felt like they were not being challenged

demonstrate mastery.

Additionally, the mastery model allows for students to retake exams in order to and progresses toward the goal of college readiness. The district has set the bar high with struggling with core classes are provided the support they need to master the content a "B or better policy." In order to earn a credit, students must earn a B in the class. for regular intervention scheduled into their day on Tuesday and Thursday. Other created a schedule that allows for intervention and support to occur within 24 hours of the identification of a need. Some students were identified based on their MAP scores Thursdays focus on L.C.E. (Interventions, Connections and Enrichment). The district Wednesday, Friday) students take core classes and one elective course. Tuesdays and and meet the individual needs of a diverse student body. Three days a week (Monday, Eminence redesigned the high school master schedule to help personalize instruction Wednesdays, Fridays) Model for College and Career Readiness (2010-2013):

Education's cost of \$2000 per hour.

Training at the Oxmoor Apple Business store for a total of \$500 a year instead of Apple devices themselves. Eminence students and staff enjoy 365 days a year service and Mastery Model for College and Career Readiness (2010-2013):

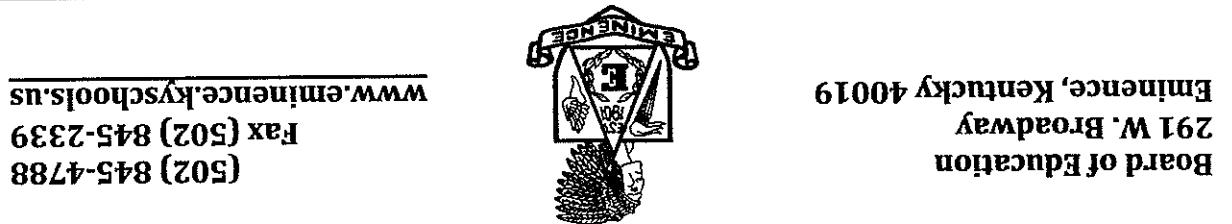
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Eminence Independent Schools

- Scope:** The School on F.L.R.E. model is currently in place in grades 9-12 at Eminence High School. The district has plans in place to scale components of the model from K-12 for 2013-2014.
- Board Costs:** \$69,000 Tuition, books and transportation for 35 students attending Bellarmine University annually.
- Board Involve ment:** The EIS Board of Education is committed to ensuring all students leave the district "College and Career Ready." The Board planned collaboratively with the Superintendent and district leadership team for a year in order to launch the School on F.L.R.E. initiative and has subsequently helped plan the Districts of Innovation application.
- Program Progress:** The first year of implementation has proved to be a terrific success. In fact, Superintendent Buddy Berry noted, "The School On F.L.R.E. initiative is a year ahead of schedule. The model is currently at a place in September that we would have been thrilled to be at the end of May."
- Belarmine:** The district has seen a dramatic increase in the percentage of students identified as "College and Career Ready" by the department of education moving from 39% in 2010 to 75% in 2012, the largest increase in the state of Kentucky. The district is well on its way to achieving 100% college and career readiness, especially with Eminence at Bellarmine University. 12.5% of the Sophomore class has earned their way to at Bellarmine, 40% of the Junior and Senior classes are currently enrolled in classes session in March. 40% of the Junior and Senior classes are currently enrolled in classes at Bellarmine.
- Eminence High School:** Eminence High School has seen a 14% increase in enrollment this year with a current attendance rate of 96%.



Eminence Independent Schools

Several steps were previously taken to support this initiative. In February 2012, the Eminence Independent Schools Board of Education agreed to fund a 1:1 MacBook Pro initiative for EHS. Beginning in the 2012-13 school year, all EHS students in grades

Individualized, adapted, online support for improved ACT and Work Keys Assessment scores. The initiative supports students, the majority of which would be first generation individuals. The "BE Ready" initiative provides students exposure to many universities through on campus visits and tours.

In short, this initiative funds up to 29 hours of college credit for students who are college ready as juniors and stay in the program for two years. The initiative helps increase the percentage of students identified "college and career ready" by providing access to individualized, adaptive, online support for improved ACT and Work Keys Assessment scores. The initiative supports students, the majority of which would be first generation individuals. The "BE Ready" initiative provides students exposure to many universities through on campus visits and tours.

opportunities as an incentive to meet college benchmarks as quickly as possible.

Reduced Lunch Program. This project seeks not only to increase the percentage of students who are college and career ready, but also to provide early college opportunities for being identified as "College and Career Ready" by the KDE.

Approximately 80% of EHS students would be first generation college students if they were to attend college. Approximately 55% of EHS students qualify for the Free and Reduced Lunch program. This program not only to increase the percentage of students who are college and career ready, but also to provide early college opportunities for being identified as "College and Career Ready" by the KDE.

University High School (EHS) has launched the "BE Ready" partnership with Bellarmine University (BU) that began in the 2012-13 school year. Through this initiative EHS

has been reinvented so that learning is personalized and students will be "college and career ready".

The Board of Education has sought out student input and responded to the needs expressed by students. As a result, the education experience in Eminence, Kentucky

team. The team of students analyzes data from the MyVoice survey and creates student led action plans to address issues raised by the data from the survey. Eminence survey taken by each student in the district. Eminence has formed a Student Voice team. The team of students that they have the responsibility and power to make changes in their school.

teaches the students that they have the responsibility and power to make changes in their school.

superintendent has met with 100% of Eminence students in grades K-12 and sought out their input for creating the perfect school. The district collects data from the MyVoice survey taken by each student in the district. Eminence has formed a Student Voice

in an effort to increase student voice and ownership in the district's decisions, the



While the main goal of the "BE Ready!" initiative is to provide students with an opportunity to get a head start on the college experience through the Bellarmine Supporting Students Who Are Not Yet College Ready:

All EHS juniors and seniors who meet benchmarks for college readiness have the opportunity to earn 13 credit hours per school year on the campus of our partner, BU. In order to reward students who meet college benchmarks early and to provide an incentive for meeting these goals, EHS has partnered with BU to offer this early college experience like none other of its kind.

"BE Ready!" initiative Students Meeting College Readiness Benchmarks:

All EHS juniors and seniors who meet benchmarks for college readiness have the opportunity to earn 13 credit hours over the course of two years could earn up to 29 hours of college credit through a highly regarded private institution prior to graduating high school. Students will be offered a suggested course sequence by BU; however, students are allowed to take any course they select that is offered by BU based on their interests or career path. These students are getting a total college experience by meeting two days a week on campus for the full school day in addition to the opportunity to participate in all clubs and organizations while on campus during BU's "open period" in which all clubs meet. BU also includes EHS students in their group breaks during the university setting.

"Pioneer Program" aimed to support first generation college students in transitioning to college clubs and organizations for the full school day in addition to the opportunity to participate in all campus clubs and organizations while on campus during BU's "open period" in which all clubs meet. BU also includes EHS students in their group breaks during the university setting.

Students participating in this program over the course of two years could earn up to 29 hours of college credit through a highly regarded private institution prior to graduating high school.

Students of college credit through a highly regarded private institution prior to graduating high school. These students are getting a total college experience by meeting two days a week on campus for the full school day in addition to the opportunity to participate in all clubs and organizations while on campus during BU's "open period" in which all clubs meet. BU also includes EHS students in their group breaks during the university setting.

Students participating in this program over the course of two years could earn up to 29 hours of college credit through a highly regarded private institution prior to graduating high school.

9-12 were provided a MacBook Pro. As a part of this initiative, all high school courses utilize a learning management system (LMS) making course materials, discussions, and assignments available in an online environment.

Additionally, the master schedule of the high school has been redesigned to support the mission of college and career readiness for all students. Students meet in core courses on Mondays, Wednesdays and Fridays. Tuesdays and Thursdays involve specific internships and opportunities for some students while providing extended experiences and enrichment opportunities such as innovative elective courses and internships with local businesses for other students. In addition, Tuesdays and Thursdays offer an innovative enrichment opportunity through the partnership with Bellarmine University (BU).

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Students participating in this program over the course of two years could earn up to 29 hours of college credit through a highly regarded private institution prior to graduating high school.

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Eminence Independent Schools

test used by the Kentucky Department of Education to measure career readiness. Ready 101 have a significantly higher success rate on the Work Keys Assessment, the online curriculum for students to access at any time. Students completing Career on Tuesdays and Thursdays facilitated by an EHS staff member and as a self-paced course inventories and job searches. Career Ready 101 is available both as an elective course career skills, financial literacy, career exploration, interviewing, resume writing, interest students in grades 9-12. Career Ready 101 is designed by ACT to prepare students for and junior students. The EIS Board made it possible for students to have access to all Career Ready 101, a self-paced, adaptive, online career readiness curriculum, to all personalized, adaptive ACT preparatory course on their personal laptop. EHS provides and junior students. The EIS Board made it possible for students to have access to all

classes, and teacher recommendation. Academic Progress - assessment given by EHS three times per year, progress in core identified for inclusion in these courses based on their MAP scores (Measures of intervention classes in reading and mathematics two days a week. Students are student teacher ratio is reduced significantly, allowing for teachers to have small group interventions for students who have not met college benchmarks. Because 35 students are off the EHS campus taking classes at BU all day on Tuesdays and Thursdays, the innovative schedule includes opportunities for intensive, individualized

The innovative EHS schedule includes opportunities for intensive, individualized instruction that meet the individual student's needs for growth. Mentors facilitate admissions to college. Mentors serve as a liaison between the school and home/college. The mentor collaborates with their students, teachers to design specific targeted goals that meet the individual student's needs for growth. Mentors facilitate a conference with the student and their parents in the fall to establish academic goals and again in the spring to present the progress toward the set goals.

All EHS students are assigned to an advisor/advisee cadre. The small group setting designed to do just that. students in their effort to become college ready. The initiative has several components benchmark). Thus, a major component of the "BE Ready!" initiative is supporting planning. Mentors guide students both in preparation for college and careers and (10:1 student teacher ratio) provides individualized support for college and career F.L.R.E.. Not all of those students were college ready (had met the state's ACT

partnership, only 39% of EHS students were defined by the Kentucky Department of Education as being "College and Career Ready" prior to the birth of the School on

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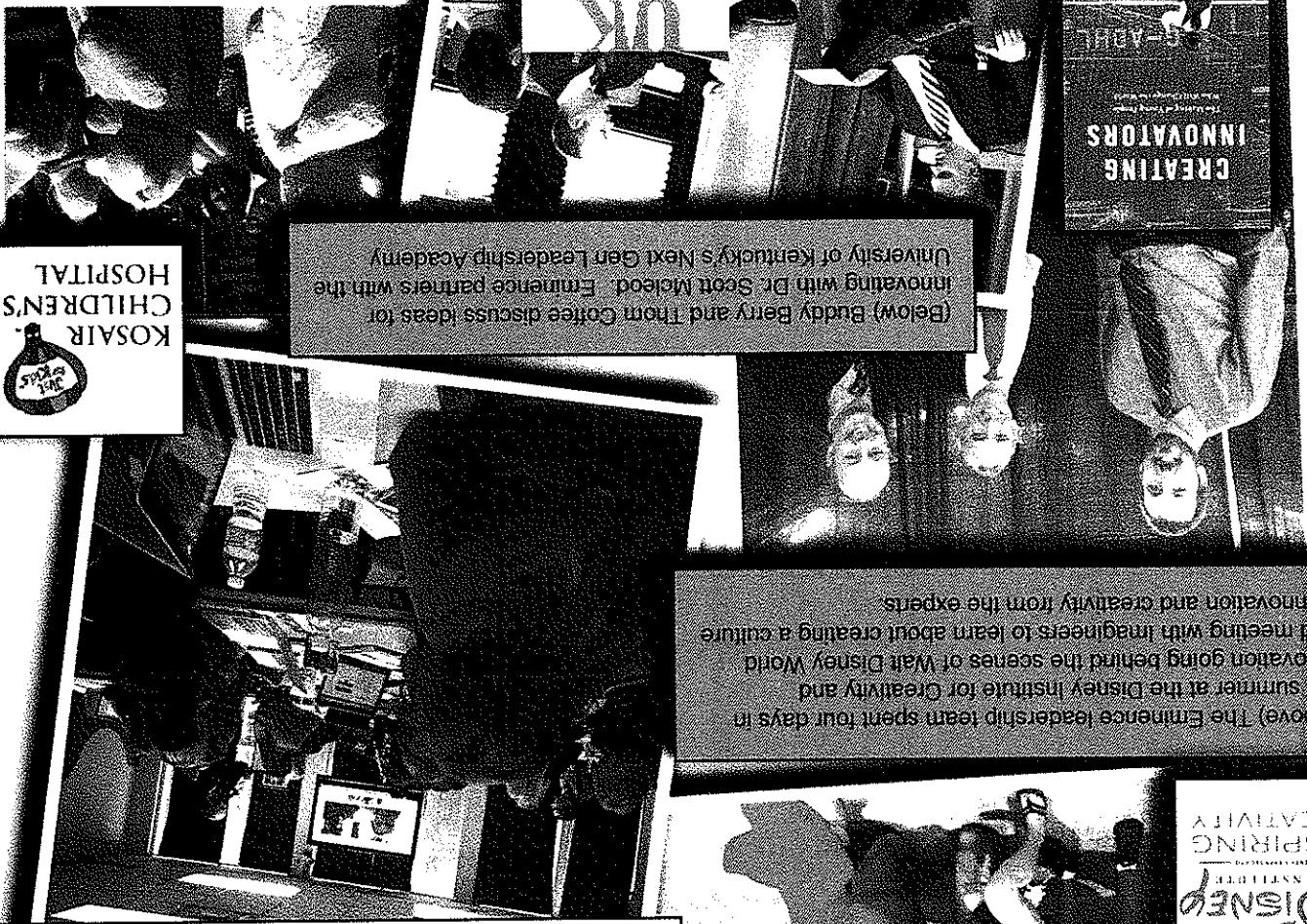
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Eminence Independent Schools

Learning From Experts [In Innovation]

(Above) Eminence staff visit local partners to learn how to make improvements in their service. (Left) Eminence staff visit schools to learn about choice into schools

we do school. Buddy and Thom Coffee are preparing to teach a design thinking class next fall. Wagher's book has been an inspiration to reinvent the way we live with Tony Wagner author of *Innovators*.



(Above) The Eminence leadership team spent time with me summer at the Disney Institute for Creativity and innovation going behind the scenes of Walt Disney World and meeting with Imagineers to learn about creating a culture of innovation and creativity from the experts.



(Below) Eminence staff collaborate with the G-School on Google Hangout. Eric White and Lincoln discuss one of the most innovative Design Thinking courses this year. Marketing added Community Based Problem Solving to their course offerings next year. Marketing classes this year and will add a course in design.

Eric White and Lincoln discuss one of the most innovative Design Thinking courses this year. Marketing added Community Based Problem Solving to their course offerings next year. Marketing classes this year and will add a course in design.

Keep your eye on this district!

Great connection with
the school

Keep your eye on this district!

INSPIRING
INNOVATION



Thanks for exposing us to the great work that's going on with the school!

and all the folks at

the school

Keep your eye on this district!

Afternoon about

What do you do when you can't afford to outfit a new cafeteria and a new generation collaborative learning space? You build both in one space. The Next Gen Cafeteria is currently under construction. Openings in May, it will feature a large collaborative deck where students can complete their assignments or revisions to the television mounted on the wall. In addition to hosting breakfast and lunch, the Next Gen Cafeteria will also host project-based learning activities.



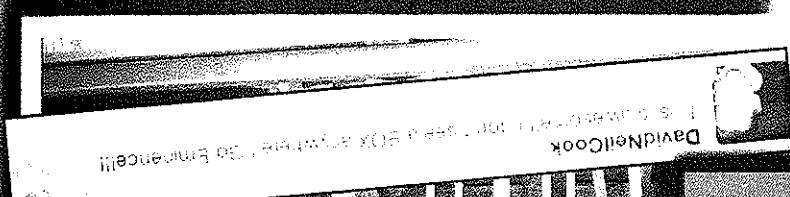
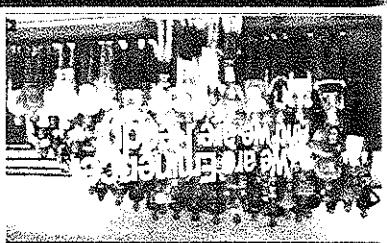
(Left) Cafeteria. This building houses the state's first working wind-turbine lab, which is used to teach students about energy and the environment. It also includes a "Blue Sky" meeting and built-in collaboration lab called the Future Room. The collaborative table was designed

to project any participant's screen on the televisions. In addition, the room includes a mounted camera for Skype and audio equipment for Google Hangouts. Staff PCs take place in the Future Room. The collaborative table has served as a prototype for the Next Gen Digital Learning Lab pictured above.

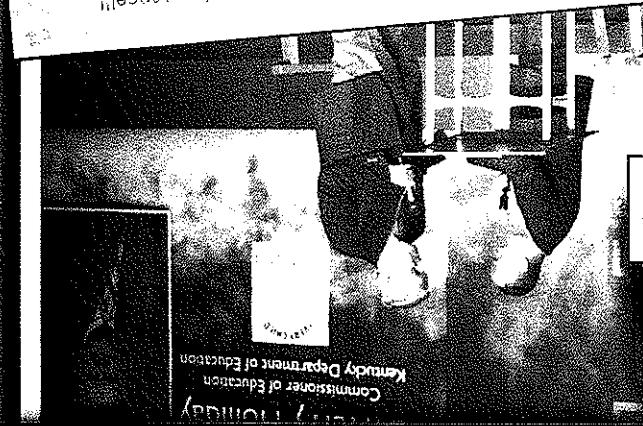


Creating New Spaces for Innovation

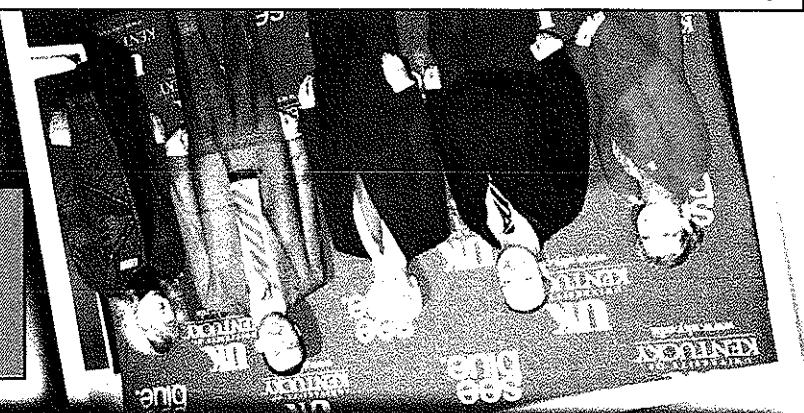
(Left) Link to the student created video at the launch of School On FIRE



(Above) Steve Besteker as "one of the most innovative districts in the state" at the university's launch of their Center for Innovation.



or being a reader for our state
part of a team will be at the base of the
edjusts

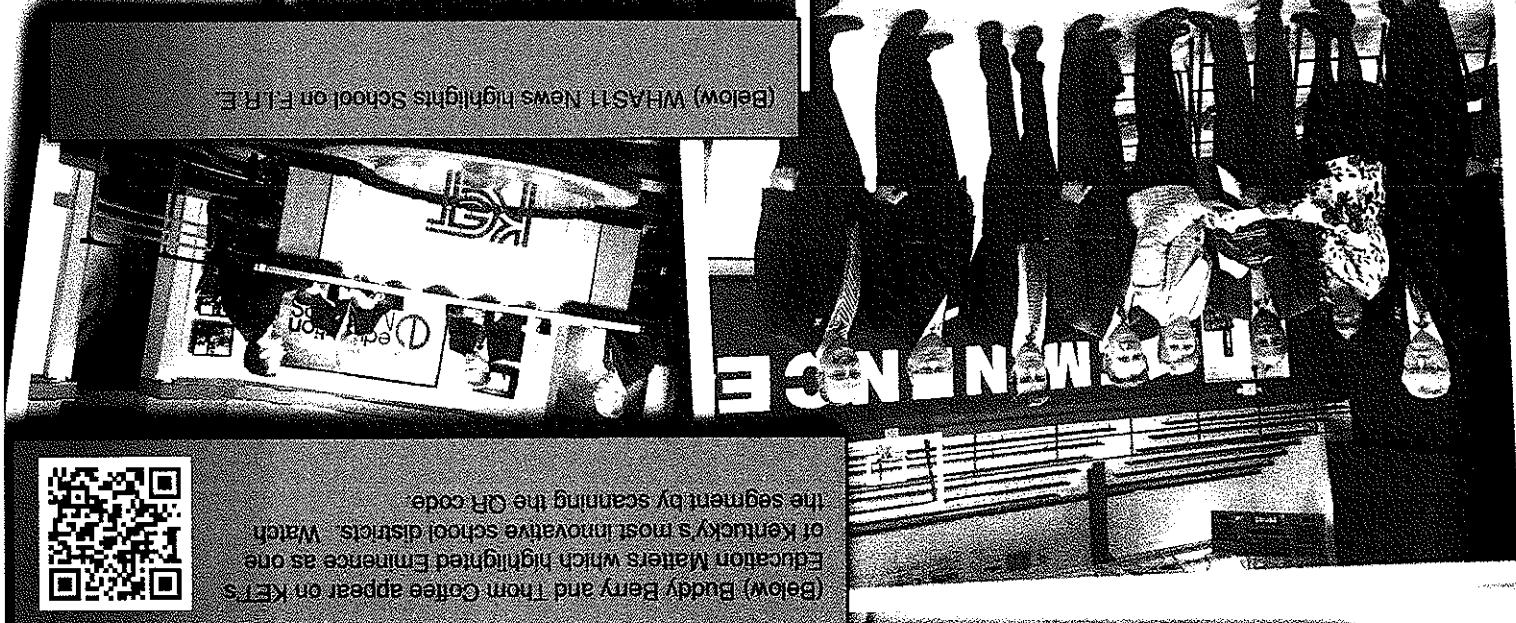


(Below) Commissioner Holiday visited Emmerence to outline
the importance of the school's mission...
Emmerence to say... "Yes, we can" when others were
giving all of the reasons why they can't do things.



(Above) Members of the Emmerence Board of Education
and Superintendent Bill Scott, Tom Blanckenship, and
KSBIA representatives Bill Scott, Tom Blanckenship, and
Steve Bestek

WHAStI Video



(Below) Buddy Berry and Thom Coffee appear on KET's
Education Matters which highlights Emmerence as one
of Kentucky's most innovative schools. Watch
the segment by scanning the QR code.



A Republication for Innovation

WAIVER REQUEST: We would like to create flexibility for our calendar to be year round, potentially 365 days a year and 24 hours a day, with various configurations of days and hours. Minimum time worked would be equivalent to 175 six-hour instructional days.

- (a) A certified school employee shall be considered to have fulfilled the minimum one hundred eighty-five (185) day contract with a school district under KRS 157.350 and shall be given credit for the purpose of calculating service credit for retirement under KRS 161.500 for certified personnel if:
- (c) No teacher shall be required to teach more than the minimum term during the school year. (d) Notwithstanding any other statute to the contrary, the following provisions shall apply to a school district that misses school days due to emergencies, including weather-related emergencies:
 - (e) The minimum school term shall be one hundred fifty-five (175) days, including no less than the equivalent of one hundred fifty-five (175) hour instructional days. A board of education may extend its term beyond the minimum term.
 - (f) The minimum school term shall be one hundred eighty-five (185) days, including no less than the equivalent of one hundred eighty-five (185) hour instructional days. A board of education may extend its term beyond the minimum term.

II. KRS 158.070 School Term

WAIVER REQUEST: We would like to add an elected student representative as a voting member of the SEDM council. The student would have ultimate voting rights on all issues other than closed session and personnel.

- (a) Except as provided in paragraph (b)2. of this subsection, each participating school shall form a school council composed of two (2) parents, three (3) teachers, and the principal or administrator. The membership of the council may be increased, but it may only be increased proportionately. A parent representative on the council shall not be an employee or a relative of an employee of the school in which that parent serves, nor shall the parent represent a relative of an employee of the school in which that parent serves, nor shall the parent represent an employee or a relative of an employee of the school in which that parent serves, nor shall the parent represent a parent member of the council shall not be a board member's spouse. A parent representative shall not be a local board member or a board member's spouse. None of the members shall have a conflict of interest pursuant to KRS Chapter 45A, except the salary paid to district employees;

I. KRS 160.345 SEDM

Eminence Independent Schools Waiver Requests Districts of Innovation



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Eminence Independent Schools

- (9) "Administrative regulations of the Kentucky Board of Education" means those regulations which the Kentucky Board of Education may adopt upon the recommendation and with the advice of the commissioner of education. The commissioner of education shall recommend to the Kentucky Board of Education any school district in each county or independent school district in the state that fails to meet the requirements of the law.
- (6) "Support Education Excellence in Kentucky" means the level of educational services and facilities which is to be provided in each school district as defined by law;
- (4) "District" means any school district as defined by law;
- (3) "Board" means the board of education of any county or independent school district;
- (2) "Base funding level" means a guaranteed amount of revenue per pupil to be provided for each school district, to be used for regular operating and capital expenditures;
- (1) "Average daily attendance" means the aggregate days attended by pupils in a public school, adjusted for weather-related low attendance days if applicable, divided by the actual number of days the school is in session, after the first five (5) days with the lowest attendance have been deducted.
- otherwise requires:*
- 157.320 Definitions for KRS 157.310 to 157.440. As used in KRS 157.310 to 157.440, unless the context otherwise requires:

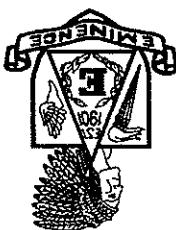
IV. KRS 157.320

WAIVER REQUEST - We would like Capital Outlay flexibility in terms of how funds are spent.

5. As a reserve fund for the above-named purposes, to be carried forward in ensuing budgets, \$160,550;
4. For the rental of any deficit resulting from over-expenditure for capital construction, if such deficit resulted from an emergency declared by the Kentucky Board of Education under KRS 157.320, unless the context otherwise requires:
3. For payment of lease-rental agreements under which the board eventually will acquire ownership of a school plant;
2. For debt service on voted and funding bonds;
1. For direct payment of construction costs;
- Capital outlays for the following purposes:
- (a) The per pupil capital outlay allotment for each district from the public school fund and from local sources shall be kept in a separate account and may be used by the district only for capital outlays approved by the commissioner of education in accordance with requirements of law, and based on a survey made in accordance with administrative regulations of the Kentucky Board of Education. These funds shall be used for the following purposes:
1. For direct payment of construction costs;
2. For debt service on voted and funding bonds;
3. For payment of lease-rental agreements under which the board eventually will acquire ownership of a school plant;
4. For the rental of any deficit resulting from over-expenditure for capital construction, if such deficit resulted from an emergency declared by the Kentucky Board of Education under KRS 157.320, unless the context otherwise requires:
1. For direct payment of construction costs;
2. For debt service on voted and funding bonds;
3. For payment of lease-rental agreements under which the board eventually will acquire ownership of a school plant;
4. For the rental of any deficit resulting from over-expenditure for capital construction, if such deficit resulted from an emergency declared by the Kentucky Board of Education under KRS 157.320, unless the context otherwise requires:

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Emmenc Independent Schools

WAIVER REQUEST We would like to waive the certificate requirement for all student teachers to be considered in our new roles as interim teachers start. In a partnership with the University of Kentucky, students would take on new roles and responsibilities while completing all graduation and certification requirements.

- (b) If an applicant for teacher certification has completed the approved teacher preparation program and has taken but failed to successfully complete the appraisal assessment during the validity period of the certificate issued by the Education Professional Standards Board, a conditional certificate may be issued for a period not to exceed one (1) year, if the employing school district, in collaboration with the teacher education institution, agrees to provide technical assistance and mentoring support to the conditionally certified teacher. The teacher shall retake the assessment during the validity period of the conditional certificate. The conditional certificate shall not be reissued. Upon successful completion of the required assessments, a certificate valid for one (1) year shall be issued and the teacher shall be eligible to participate in the interimship program as provided in subsection (5) of this section. The teacher shall not be eligible to participate in the interimship program as provided in subsection (5) of this section. The administrator shall establish the standards and procedures for issuance of the conditional certificate.

- (3) Certification of all new teachers seeking additional certification shall require the successful completion of appropriate assessments prior to certification. The field and teaching of that content. The Education Professional Standards Board shall measure knowledge in the specific teaching field of the applicant, including content of the field and teacher certification level of achievement. Upon successful completion of the assessment, the minimum acceptable level of achievement on each assessment shall determine the minimum acceptable level of achievement on each assessment. The teacher education programs in Kentucky. Upon successful completion of the required assessments and the approved teacher preparation program, a certificate valid for one (1) year shall be issued.

- (2) Certificates shall be issued upon written application and in accordance with statutes and regulations in effect at the time of application to persons who have completed, at colleges, universities, or local school districts approved by the Education Professional Standards Board for the preparation of teachers and other school personnel, the curriculum prescribed by the administrative regulations of the Education Professional Standards Board.

Section shall preclude the right of an individual in a nonpublic school from seeking voluntary certification by the Education Professional Standards Board.

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Eminence Independent Schools

WAIVER REQUEST We would like to request that a certified teacher be able to teach outside of their certification area.

- (1) No person shall be eligible to hold the position of superintendent, principal, teacher, supervisor, director of pupil personnel, or other public school position for which certifies holds a certificate of equal qualification for the position, issued by the Education may be issued, or receive salary for services rendered in the position, unless he or she supervisor, director of pupil personnel, or other public school position for which certifies regulations in effect at the time the certificate was issued.
- (2) No person shall enter upon the duties of a position requiring certification qualifications until his or her certificate has been filed or credentials registered with the local district employer.
- (3) The validity and terms for the renewal of any certificate shall be determined by the laws and regulations in effect at the time the certificate was issued.

VIII. KRS 161.020

WAIVER REQUEST We would like to waive this definition of teacher's aide in lieu of a definition that would allow them to provide some levels of instruction created and monitored by appropriate certified staff.

- (5) "Teacher's aide" means an adult school employee who works under the direction of the professional administrator and competitive staff in performing, within the limitations of his or her training and competency, certain instructional and non-instructional functions in the school program including, but not limited to, clerical duties, tutoring individual pupils, leading pupils in recreational activities, conducting pupils from place to place, assisting with classroom instruction as directed by the teacher, aiding the school librarian, and preparing and organizing instructional materials and equipment.

VII. KRS 161.010 (5)



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Eminence Independent Schools

WAIVER REQUESTS: We would like to request that students who have completed all graduation credits and have either (a) full-time college student or (b) after their fourth year of completing their high school experience be allowed to continue attending Eminence Schools for their first two years of college. Classes can be taken virtually, on college campuses, at Eminence, or blended variations of these.

- (9) "Full-time student" means a student enrolled in a postsecondary program of study that meets the full-time student requirements of the participating institution in which the student is enrolled;
- (e) Is not a convicted felon;
- (d) Is enrolled in a participating institution as a part-time or full-time student; and
- (c) Has remaining semesters of eligibility under KRS 164.7881;
- (b) Has the required postsecondary GPA and credit hours required under KRS 164.7881;
- (a) Earned a KEEs award;
- admission and tuition assessment, who:
- (8) "Eligible postsecondary student" means a citizen, national, or permanent resident of the United States and Kentucky resided by the council for the purposes of accordance with criteria established by the participating institution in
- (d) Is not a convicted felon;
2. of this subsection; and
- (c) Has a grade point average of 2.5 or above at the end of any academic year beginning after July 1, 1998, or at the end of the fall academic term for a student eligible under paragraph (b)
3. in the Gatton Academy of Mathematics and Science in Kentucky while meeting the Kentucky year; or
- c. Was not enrolled in a secondary school during any other academic term of that academic year.
- b. Completed the high school's graduation requirements during the fall academic term; and
- a. Was enrolled during the fall academic term;
2. In a Kentucky high school for the fall academic term of the senior year and who:
- high school at the end of the academic year;
- term unless exempted by the authority's executive director upon documentation of extreme hardship, while meeting the KEEs curriculum requirements, and was enrolled in a Kentucky high school, which meets the KEEs curriculum requirements, and was enrolled in a Kentucky high school for at least one hundred forty (140) days of the minimum school year.
- (b) Was enrolled after July 1, 1998;
- (a) Is a citizen, national, or permanent resident of the United States and Kentucky resident;
- (7) "Eligible high school student" means any person who:

KRS 164.7874

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Eminence Independent Schools

WAIVER REQUEST We would like to offer a grade 13 and 14 at our high school for students to either continue their college studies or to begin them. Students would not be allowed to exceed age 21. Eminence Independent Schools would receive \$18K funding per current K-12 statute.

(11) "Secondary school" means a school consisting of grades seven (7) through twelve (12), or ten (10) are organized separately as a junior high school, or grades nine (9) or ten (10) are appropriate combinations of grades within this range as determined by the plan of organization for schools authorized by the district board. When grades seven (7) through nine (9) or eleven (11) are organized separately as a senior high school, or grades ten (10) through twelve (12) are organized separately as a separate secondary school in separate plant facilities, each shall be considered a separate secondary school for the purposes of KRS 157.310 to 157.440.

XI. KRS 157.320

WAIVER REQUEST We would like to waive the requirement for reciprocal agreements with all 174 Kentucky school districts thus opening the opportunity to attend Eminence to all students in the Commonwealth.

(2) When it appears to the board of education of any school district that it is convenient for a pupil of any grade residing in that district to attend an approved public school in another district, the board of education may enter into a tuition contract with the public school authorities of the other school district for that purpose, but before a contract is entered into with public school authorities in another state the school shall have been approved by the state school authorities of that state through the grades in which the pupil belongs. When a district undertakes, under operation of a tuition contract or of law, to provide in its school for pupils residing in another district, the district of their residence shall share the total cost of the school, including transportation when furnished at public expense, in proportion to the number of pupils or in accordance with contract agreement between the two (2) boards.

X. KRS 158.12



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Board of Education

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Eminence Independent Schools



IMPLEMENTATION PLAN

CORE VALUES	CORE GOALS	PROGRAM COMPONENTS	PROGRAM ACTIVITIES
Anytime, Anywhere Learning	We will support opportunities that maximize student learning irregardless of time and location.	<ul style="list-style-type: none"> - Expanded Learning Opportunities - Competency Based Credit - Innovative Learning Environment - Job Classifications 	<ul style="list-style-type: none"> + Creation of virtual high school (eSchool) + K-12 Competency Based Credits + Mobile Wifi Bus Classroom + 365 / 24-7 Learning Opportunities + Blended Learning + Virtual Collaboration in Digital Cafe
Personalized Learning	We will personalize learning to meet the needs and goals of every student.	<ul style="list-style-type: none"> - Competency Based Credit - Expanded Learning Opportunities - Multiple Assessments / Pathways to Graduation - Job Classifications - Job Classifications 	<ul style="list-style-type: none"> + SPARC Team Goals + Personalized Pathways for All Students + 1:1 For HS with MS Planning + Student DNA Records + New Staff Classifications + ICE for All (K-12) + Incentivize PGES + Allow Certified Teachers to Teach Outside of Their Certification
Comprehensive Systems of Support	We will offer comprehensive systems of support for each student in order to maximize their success.	<ul style="list-style-type: none"> - Innovative Learning Environment - Job Classifications 	<ul style="list-style-type: none"> + SPARC Teams + Advisors / Advisees + Alternate Teacher Schedules + Years 13 and 14 of College Supports + Parent / Teacher VOICE Teams
World Class Knowledge and Skills	We will ensure all students are equipped with world class knowledge and skills, prepared for college and career, and possess Next Generation skills and dispositions.	<ul style="list-style-type: none"> - Expanded Learning Opportunities - Multiple Assessments / Pathways to Graduation - Innovative Learning Environment 	<ul style="list-style-type: none"> + Exemplars of Eminence Excellence + Early College Initiatives + "B or Better" Policy + Early College Experience + Unlimited College and Industry Pathways
Student Agency	We will empower students to be active partners in shaping their educational experience.	<ul style="list-style-type: none"> - Innovative Learning Environment - Alternate Forms of Governance 	<ul style="list-style-type: none"> + Student Member on SBDM + Student VOICE Team + Student Surveys + Student Designed Courses
Performance Based Assessment	We will provide opportunities for students to demonstrate mastery learning through multiple means of assessment.	<ul style="list-style-type: none"> - Competency Based Credit - Multiple Assessments / Pathways to Graduation - Innovative Learning Environment 	<ul style="list-style-type: none"> + Competency Based Pathway + Standards Based Report Cards + Performance Based Assessments + Project Based Learning at All Grade Levels + Panel Defenses at grade 5, 8, and 12

Eminence Independent Schools - Districts of Innovation

(See Student Monitoring Plan for Goals and Student Demographics Served)

School Name	Innovation Strategies	Goals for Improved Student Outcomes	Data Source
Eminence Elementary and M/HS	All students of Eminence Independent Schools will master a minimum of 80% of the core content for successful transition to the next grade. However once 100% of core content is mastered, students will be given the opportunity to accelerate to the next grade level content with no respect given to when in the school term that mastery is reached.	100% of students will achieve an 80% mastery of grade specific standards for successful transition to the next grade.	Mathematics and Reading Proficiency Gap
Eminence Elementary and M/HS	Learning in all core classes will be personalized through prescribed daily interventions, connections, and enrichments (ICE). ICE strategies will be monitored through teacher planning and assessments.	100% of students will be monitored and assisted through a student support system that ensures immediate I.C.E.	Student Growth in Mathematics and Reading
Eminence Elementary and M/HS	Eminence Independent Schools would like to add student representatives to each of their SBDM councils. The proposed council makeup would consist of two parents, three teachers, the principal, and a student. The Student Representative will have full voting rights on all issues except for those involving personnel and closed sessions.	100% of school decisions, except those that occur in closed session and personnel, will have student voice.	N/A
Eminence Elementary	For Math and Reading, students will receive regular instruction based on content mastery rather than by grade level. This instruction will be determined and grouped by standards based reporting and MAP RIT scores.	100% of students will receive regular, routine instruction based on their content mastery rather than grade level.	Student Growth in Mathematics and Reading

School Name	Innovation Strategies	Goals for Improved Student Outcomes	Data Source*
Eminence Middle / High School	Beginning in 6th grade every student will start choosing their personalized pathway to graduation. Students will be able to choose between unlimited pathways. Every student will have a completely personalized pathway to graduation. Their pathway will be personalized with respect to time it takes to graduate, types of classes taken, learning style, vocational interests, apprenticeships, work studies, early college opportunities, studying abroad, competency based, and authentic to their ILP.	100% of students will participate in a completely personalized pathway to graduation based on their ILP, Student Agency Goals, Career Interests, Learning Style, content mastery, etc.	High School Graduation Rate College and Career Readiness Rate Gap
Eminence Elementary and M/HS	Students in grades 4-12 will each be partnered with a certified staff member in as small of a student to teacher ratio as possible. These staff will serve as student agency advisors. They will monitor student progress, needs, challenges, and successes. They will "adopt" the students and be their advocates for their instructional success.	100% of students will receive a student agency advocate to collaborate with students, staff, and parents with total ownership over the student's success.	Graduation Rate Gap
Eminence Middle / High School	Eminence Independent Schools would offer ALL students the opportunity to continue at Eminence High School for two years after their high school graduation. Year 13 and 14 would allow students the support structures of all other Eminence students while completing their first two years of post secondary instruction. These students would have the option to take courses online, at a college campus, or a blended model. We would like to use the students' KEEES monies and SEEK funding to assist with this endeavor.	100% of Eminence students would be offered the chance to continue at Eminence for a Year 13 / 14 system that could wrap its support structure around their first two years of college.	Post-Secondary Completer Status Gap

School Name*	Innovation Strategies	Goals for Improved Student Outcomes	Data Source*
Eminence Middle / High School	The Eminence High School experience, through its completely personalized pathways, would allow students to transition through high school courses at variable speeds. The key transitional year for high school would shift from a student's senior year to their sophomore year. Students would then enter Early College or Vocational experiences in 10th grade. Students would be given opportunities to earn a multitude of offerings ranging from Industrial Certifications and Associate's Degrees to Bachelor's Degrees and Registered Nurse Licensure. This model would follow the course of some of the most successful educational systems internationally.	100% of students will have completely personalized learning pathways aided by SPARC teams, school leadership, and Student Advocates.	College and Career Readiness Percentage Gap
Eminence Middle / High School	Eminence Independent Schools would like for any student enrolled in their College Program (Year 13 and Year 14) to have access to their KEEES monies.	100% of Eminence College students would complete Associates Degrees or Vocational Certifications.	College Enrollment
Eminence Middle / High School	Eminence Independent Schools will offer a completely competency based pathway to graduation.	Beginning in grade 6, all students will be able to take competency course credits.	N/A

School Name*	Innovation Strategies	Goals for Improved Student Outcomes	Data Source*
Eminence Elementary and M/HS	Eminence Independent Schools will incentivize the PGES teacher evaluation system through pay bonuses per performance based results.	100% of teachers would either be found proficient or have an authentic growth plan in the PGES system thus improving the quality of instruction in all classrooms.	N/A
Eminence Elementary and M/HS	All Eminence students (K-12) will participate in the Exemplars of Eminence Excellence (E ³) program. The E ³ Framework will outline Eminence Excellence specifics for each grade level involving World Class Knowledge and Skills, College and Career Readiness, and Next Generation Skills. The E ³ framework will define the excellence synonymous with a degree from Eminence Schools. The E ³ will provide concrete standards of the dispositions and skills needed to be a successful, world class, next generation learner. The E ³ creates a learning experience that will focus on philanthropy, academic excellence, next generation skills, technology, mastery, service, and 21st Century dispositions.	80% of students will meet the standards for the E ³ Standards by the end of the 2016-2017 school year.	College and Career Readiness Percentage Percentage of Students Meeting E ³ at each grade level.
Eminence Elementary and M/HS	Eminence students will participate in "Defense Panels" at each school level transition grade (5, 8, 12). These "Defense Panels" will allow students to defend their learning, mastery of standards, reflect on challenges, triumphs, and their instructional progress for that school level.	100% of students will reach 80% on their panel defenses.	N/A

School Name	Innovation Strategies	Goals for Improved Student Outcomes	Data Source
Eminence Elementary and M/HS	All Eminence students (K-12) will be supported by SPARC (Student Parent Advisor Readiness Consultation) Teams. SPARC Teams will set student goals, review student's mastery of the standards, and monitor progression of E ³ attainment.	100% of students will undertake goal setting and regular reflections with their SPARC Teams.	Percentage of Students Meeting E ³ at each grade level.
Eminence Elementary and M/HS	Individual learner profiles will be created, updated, and maintained by SPARC Teams, teachers, students, and parents. These profiles will be kept in a digital portfolio that allows student learning styles, interests, etc. to follow the students from grade to grade and class to class. These learner profiles will be called the Student D.N.A. (Digital Narrative Album).	75% of all teacher lessons will incorporate student learner profiles in the creation of their design	N/A
Eminence Elementary and M/HS	Eminence teachers will facilitate school year round including nights, Saturdays, and intercessions. Students would have the opportunity to take courses and receive instruction 24 hours a day and 365 days a year.	20% of staff will employ alternate school calendars with regards to when they are employed.	N/A
Eminence Elementary and M/HS	Authentic Project Based Learning units will occur across the curriculum and at each grade level. Eminence staff will employ Design Thinking principles to convey richer meaning to complex content.	100% of all students will be exposed to project based learning units and thematic units.	N/A

School Name	Innovation Strategies	Goals for Improved Student Outcomes	Data Source
Eminence Elementary and M/HS	Eminence staff will design Competency Based Credits/Courses for grades 4-12. These credits will allow for timeless acceleration and depth of learning. We will model our work after several competency based national leaders such as the state of New Hampshire or the work in the British Columbia. The University of Kentucky and KET will partner in this work.	100% of our classes will have the ability to receive competency based credits. Competency Course will begin with High School and transition downward.	Graduation Rate Percentage of College and Career Ready
Eminence Elementary and M/HS	The Eminence ACES (Apple Computers for Eminence Students) 1:1 computer initiative will push downward to as many grade levels as fiscally possible. Currently all high school students are assigned a MacBook Pro. A completely 1:1 / K-12 environment would be the perfect accelerant for personalized learning.	100% of students in high school will receive a mobile device. 1:1 Mobile initiatives will be pushed downward into earlier grades as quickly as possible.	N/A
Eminence Elementary and M/HS	Eminence Schools will expand the technology of our Wi-Fi School Bus, Kentucky's first, to include a completely mobile classroom experience. The mobile classroom will then travel to low-income residential areas for nighttime, intercession, and summer ICE experiences. Any teacher requesting a field trip will also be required to utilize the mobile classroom to and from their destination in order to maximize instructional time.	100% of students will experience anytime, anywhere learning through our mobile classroom.	N/A
Eminence Elementary and M/HS	All students from grades 4-12 will be allowed to design their own course competencies to meet the common core standards in collaboration with school staff. This will allow for multi-disciplinary approaches, studying abroad, real world experiences, internships, and collaborations.	100% of students will have the ability to create or combine competencies to create new and varied learning experiences.	N/A

School Name*	Innovation Strategies	Goals for Improved Student Outcomes	Data Source*
Eminence Elementary and M/HS	Eminence schools will continue its "B or Better" grading policy. The "B or Better" policy requires a grade of a B in order to receive a credit for the course. This grade will only reflect summative data of the student's mastery of the content. Students will be allowed multiple, varied attempts to prove mastery.	100% of students will have to achieve an 80% (B) for receiving credit for a class or an alternate means of mastery for special populations.	Percentage Proficient in Reading and Mathematics Gap
Eminence Elementary and M/HS	All Eminence Mathematics and Reading standards will be monitored through standards based report cards for grades K-12.	100% of students will have standards based report cards for Math and Reading.	Percentage Proficient in Reading and Mathematics
Eminence Elementary and M/HS	In order to maximize student agency and instructional excellence, Eminence will continue with VOICE (Vision Of Innovative Classroom Excellence) Teams for students, parents, and teachers on an approximately monthly basis.	Student, Teacher, and Parent VOICE teams will meet regularly to refine classroom, school, and district practices, experiences, and opportunities.	N/A
Eminence Elementary and M/HS	Eminence Schools will create and revise Certified Teacher and Classified Aide roles including variant pay, titles, and responsibilities. These roles could range from master teachers to learning coaches to instructionally specific content providers.	Eminence Schools pay structure will be changed to pay new roles and new teacher effectiveness levels by the end of the 2014-2015 school year.	N/A

School Name	Innovation Strategies	Goals for Improved Student Outcomes	Data Source ¹
Eminence Elementary and M/HS	All students of Eminence Schools will be required to participate in a virtual, digital collaboration experience in the new collaboration cafe. The collaboration cafe includes the inter-active technology tables designed and built by Eminence staff.	100% of students from grades K-12 will collaborate in new digital learning cafe.	Percentage of Students Meeting E ³ at each grade level.
Eminence Elementary and M/HS	Eminence will offer an E-Think Course (9-12) and Club (4-8) which will involve advanced Design Thinking processes and projects with an inter-disciplinary approach. This class will seek to create a state-wide "Shark Tank" type of competition involving all Kentucky Schools competing for monies for innovations and inventions before a panel of Venture Capitalists. Class is scheduled to be taught by the Superintendent, Instructional Supervisor, and a Science Teacher. This class will serve as a model classroom for project based learning.	100% availability of E-Think opportunities for all students from grades 4-12.	N/A
Eminence Elementary and M/HS	Eminence will create new roles for teachers, instructional assistants, and administrators through creation of an alternate pay scale(s).	Creation of a second pay scale approved by the Eminence Board of Education by the end of the 2013-2014 school year in place for 2014-2015.	N/A
Eminence Elementary and M/HS	Eminence Schools seeks to allow certified teachers to teach in fields outside of their area of certification. Eminence wants to utilize staff strengths for personalizing learning for all students. We also want to utilize University of Kentucky student teachers in new and different roles to maximize their instructional experience and to add additional supports for our teachers.	Maintain integrity of content being taught through accountability models provided by the state and district level leadership.	N/A

School Name*	Innovation Strategies	Goals for Improved Student Outcomes	Data Source*
Eminence Middle / High School	<p>Eminence will allow unlimited pathways to graduation. These pathways include, but aren't limited to the following:</p> <ul style="list-style-type: none"> + 100% Virtual Pathway - We will create a virtual Eminence School On FIRE Academy (SOFA). A completely online degree can be obtained anytime and anywhere. Students would earn SEEK funding through successful completion of course. Successful completion of a course would provide one sixth of annual SEEK funding with a not to exceed amount of typical year SEEK allotment. + Traditional courses that meet Carnegie units will continue to be offered at all levels. Instruction in these courses will be anything but typical. They will continue to embed all Exemplars of Eminence Excellence, flipped learning, and 21st Century dispositions. However, their time and schedule will follow a traditional format. + Competency based courses will be offered for all content strands. + A Blended Pathway can also be followed by any combination including traditional, virtual, and competency courses. + Any of these pathways can lead to any of the following programs: These additional program possibilities can be found along any personalized pathway: <ul style="list-style-type: none"> + Early College - BE Ready + Early College - Virtual JCC + Early College - JCC Campus + Early College - Blended (virtual and on-campus) + Student Created Electives + Study Abroad + Unlimited Career Pathways 	<p>100% of students' classes will be determined by best fit to learning styles, calendars, and career objectives. Classes and opportunities will be year-round, regardless of time, school sessions, and hours of the day.</p>	<p>College Enrollment College and Career Readiness Percentage GAP</p> <p>Proficient in Reading and Mathematics Percentage of Students Meeting E³ Standards</p>
	<p>Students will be able to take courses irregardless of time and grade which allows for a multitude of personalized pathways.</p>		

STUDENT D.N.A.

EMINENCE INDEPENDENT SCHOOLS

